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ABSTRACT

The Graded Objectives in Modern Languages (GOML) approach has contributed to the reform and development in the teaching of modern languages in the United Kingdom during the past 10 years. The introduction of shorter-term goals has revolutionized the way in which many teachers think about what should be taught to their students, and how it should be taught. This book first presents articles and reports from the GOML in-service training course, July 1990, and then gives reviews and reports from GOML groups throughout the country. The in-service training reports are given in two sections, one on responses to the educational reform act and the other on methodology and materials. Specific chapters are as follows: "Graded Objectives and the National Curriculum" (B. Page); "Languages and the Educational Reform Act: A Head Teacher's Perspective" (C. Lowe); "Accepting the Challenge: Modern Languages, GOML and the National Curriculum--A Policy for the 1990s" (group session); "Languages and Learners with Difficulties" (P. McLagan); "Languages and the Able Learner" (G. Kerry); "Adapting Teaching Materials for the National Curriculum" (B. Jones); and "Developing Materials for Creative Teaching" (group sessions). (LB)

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Graded objectives and the National Curriculum

Compiled by Lid King for the GOML Co-ordinating Committee

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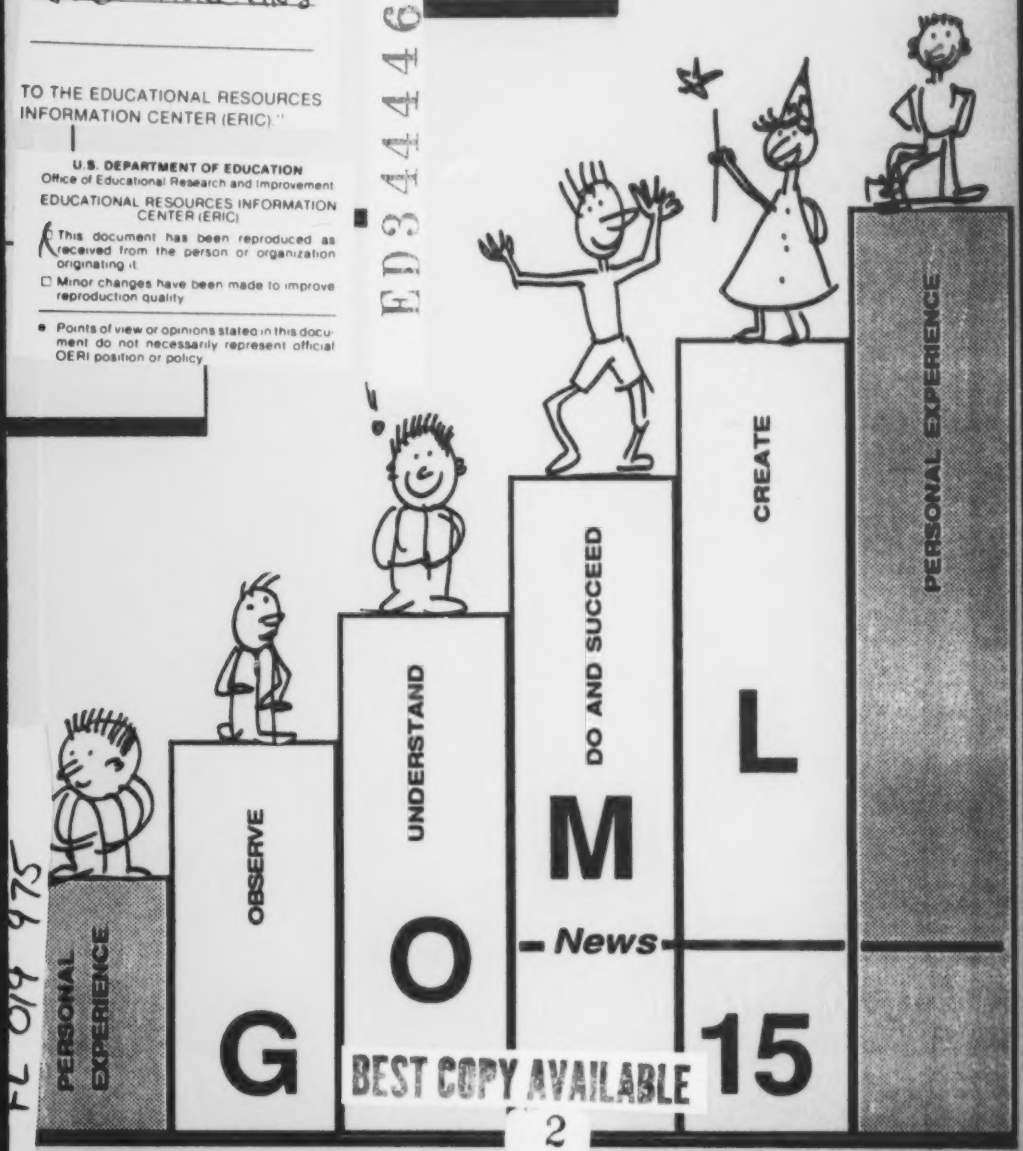

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GOML NEWS 15

Graded Objectives and the National Curriculum

Compiled by Lid King

for the GOML Co-ordinating Committee

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Introduction

Once again last year's GOML in-service course took place at a time of some confusion about the future of language teaching, and within that of the role of Graded Objectives. In July 1989 the Modern Foreign Languages Working Group had still to be established. Rumour, supposition - and often despondency - were rife, but nothing was certain. A year later we were waiting for the final advice of the Working Group.

In the event, the Autumn brought no great surprises. Despite some important changes of detail in response to the consultation process and some welcome additives, notably on resource, the ethos and general direction of the Final Report was very close to that of the document which we studied last summer.

Indeed for many people the Initial Advice was a relief and an encouragement after the often expressed fears of over-centralisation and return to 'basics'. As Brian Page says in his article (p 4) *'it contains many good things ... which we can applaud'*. In particular, I think, there has been enthusiasm for the philosophy contained within the report which encourages pupil-centred learning and a move to greater interaction and creativity in language learning - the first a central concern of last year's GOML course and the second a major topic this year. In addition - although as Brian points out things are not yet settled - there is a commitment to teacher (and pupil) involvement in the detailed planning of the curriculum and assessment processes.

For these reasons, those involved with Graded Objectives over the years have rightly been pleased - even enthused - by the Interim Advice. There is - as the articles and reports contained in this issue will show - a great potential for development of language teaching and learning, and in that context the Graded Objectives movement can have a key role.

That is not to say that we do not envisage problems! Quite apart from the absolutely critical factors of resources - human (teachers) and material (finance) - and training, which we can influence but never substantially affect, there remain key questions about the present programme of educational reforms. These are related first of all to the proposals of the Working Group itself - the actual working of the National Curriculum. For despite our support, there remain a number of important areas of concern, and these are highlighted by Brian Page below.

Secondly, we must, as linguists, come to terms with the implications of a **National** Curriculum which is being delivered by a system of **local** management. It is for this reason that Chris Lowe - not only a Headmaster but President elect of the Secondary Heads Association - was invited to explain **his** perspectives to the conference. Whether we like it or not, one of the consequences of the current proposals is the need for departments to argue their case, in a way that may never have happened before. One example of this, cited by Chris Lowe, is that of the need to decide between a Head of department's free period and a member of his department's A allowance. Even those of us who do not agree that this is a sensible decision to devolve to a department would nonetheless accept that increased accountability and clarity about our priorities should be a positive development. In a sense both Brian Page and Chris Lowe issue a challenge to linguists, and this challenge is taken up in the following pages, where you will find the beginnings of a policy for a language department - including a justification for GOML.

A third major area, where GOML has always had an important role to play, is that of materials and methodology. The National Curriculum demands a quantitative expansion of language teaching; the Interim Advice proposes a less prescribed curriculum and a greater range of linguistic experience than that which is **necessarily** involved in GCSE. Both of these areas have been the cause of some concern among teachers.

That is why this year's course spent the major part of its time working on materials and methods - with the aim of making them accessible to the **whole** ability range, and of introducing new kinds of largely **creative** linguistic experience. The framework for this work was provided by three speakers - Barry Jones, who is well known to most language teachers for his creative approaches to language learning, even with the most 'difficult' pupils, Pat McLagan, who was able to provide a wealth of tried and tested advice on approaches to those with learning difficulties, and Gerry Kenny, a trainer from Pilgrims Language Courses. It was not the first time that GOML has had contact with trainers from EFL, and once again the relationship was a most productive one. Many of the new methodologies which we are seeking to develop in foreign language teaching already exist - but in the teaching of English as a Foreign Language.

The working groups subsequently worked on the production/adaptation of materials designed to 'teach' some of the best known topics from the GCSE and GOML schemes - accommodation, school, family, transport, leisure - but

in a way that would be relevant to the whole range of pupils and that would develop their creative use of language. The results of these initial, inevitably outline attempts are reproduced below. It is my judgement that any one of them could form the basis of a substantial project.

As usual, GOML news also contains reports of local activities. One suspects that this part of the publication often receives only passing attention. If so, then this year it might be worth looking more carefully at developments around the country. One of the key needs, if the National Curriculum is to be implemented, will be for teacher involvement in In-service training and curriculum development. In general we argue, in 'GOML and the National Curriculum' (pp 25-27), that Graded Objectives groups are an ideal - and often existing - mechanism for the delivery of such training and development. This is especially true at a time when local authority INSET budgets are being reduced (or devolved) and when the advisory service is losing many of its advisory characteristics.

In practice, it will be seen that many local GOML groups are already beginning to take on this curricular and teacher-training role. It is a role which has been traditionally theirs, and one which has been given greater urgency by the rapid introduction of the Educational Reform Act and the expansion of the demand for language teaching. It might be hoped that other groups are able to take a lead from those who have already gone down this road, and that this will lead to a revitalisation of the local groups. Certainly the policy statements, articles and materials development contained in these pages should provide a basis for such a local renaissance.

Lid King
Editor

Articles and reports from the 11th annual GOML In-service training course, July 1990

I RESPONDING TO THE EDUCATIONAL REFORM ACT

Graded Objectives and the National Curriculum

Brian Page

At the GOML weekend course in July 1990 I responded to the Initial Advice of the National Curriculum Working Group on Modern Languages from the point of view of Graded Objectives schemes.

It was my view then - and one which I still hold - that the Report of the Working Group contains many good things which teachers in Graded Objectives schemes can applaud. There were certainly sighs of relief that the report supported wholeheartedly our view of the aims of language teaching - the acquisition of competence for communicating in the the real world - and the means of getting there through using the foreign language in the classroom in meaningful activities. I certainly would not want to detract from the general thrust of the report.

There are, however, significant areas where we have a right to be apprehensive. While the Group had repeatedly stated that it had taken into account the work of Graded Objective schemes it had not entirely respected their underlying principles, namely:

1. Short-term objectives giving good hope of success.
2. Objectives of practical communication.
3. Defined objectives so that learners and teachers know exactly what is expected of them.
4. Objectives being neither ability-related nor age-related.

5. A clear progression from one level to another based on explicit principles.
6. A high degree of teacher involvement in the design of syllabuses and testing techniques.
7. A new view of error and the place of grammar.

Now that the Final Report has been published it would seem perverse merely to print a set of reactions to the Initial Advice. What follows then is not what I said in the summer though the substance of much of my argument remains.

The Final Report makes even more appreciative references to the work of Graded Objectives schemes. Do its recommendations respect the underlying principles any more than those of the Initial Advice? There is not space to deal with them all so I will mention those that seem most important to me.

SHORT-TERM OBJECTIVES

Graded Objectives schemes showed that short-term objectives can be both linguistically and educationally justifiable. The report still insists that for the majority of learners a five-year course in a single language should be the norm. It does accept exceptional circumstances. If a learner changes schools then she may have to change languages but she must be assessed in both. That at least shows that a short course is assessable in National Curriculum terms. If learners reach Level 8 at the end of Year 10 they may change languages. That's just about the worst time, giving them only a single year - even half a year given the demands of examinations - to do something in a new language. Why not let those that reach Level 6 at KS3 (thus showing themselves to be two years ahead of the majority) change languages so that they have enough time for real achievement in a second one? And then there is the curious case of those who do not take GCSE at KS4. They must nevertheless by National Curriculum regulations continue with a language and be assessed in it. They are to be allowed to be assessed on a reduced course of two or three ATs. This may even be taken with another subject, for example Geography, to give a combined GCSE. If you can have a combined GCSE in French and Geography, why can't you have one in French and German? The Report shows singular lack of imagination here. It does not seem to see that the possibility of shorter-term objectives than five years is connected with the problem of the second foreign language. The very fact that the two subjects are dealt with in entirely separate chapters shows that the Group has not considered the effects of the one on the other. There are

many learners, many of the able ones, who would benefit from short courses in two languages rather than a five-year course in one. These would give them a useful foundation for further development in their later professional lives. The Report's recommendations are unfortunately quite likely to result in fewer people learning two foreign languages than do now.

A GOOD HOPE OF SUCCESS

The Statements of Attainment (SAs), as they appeared in the Initial Advice, particularly though not exclusively those in the higher levels, provoked hilarity and occasional angry disbelief. They often described sixth form and even undergraduate language skills. In the Final Report the SAs have been drastically revised though they remain very tough. Level 6, the expected majority performance, represents the higher rather than middle grades of GCSE. Many teachers are convinced they will discourage lower ability learners. If this is true it is highly regrettable. What is indeed obvious is that the SAs are vaguely worded so that they imply a whole range of possible realisations in terms of language complexity (see below). They can in fact represent much more modest performances than they seem to imply. The problems will arise when the assessment system, whatever that is, has to decide what the actual content shall be.

DEFINED CONTENT

The Report sets itself firmly against defining content, saying on several occasions that it wants to preserve flexibility for teachers and learners to choose content to suit circumstances and future needs. It recommends that SATs be content free. It states that *'decisions about the subject matter of the SATs could be made at a number of levels, e.g. in individual classes or schools, jointly by groups of schools, by LEAs or even Examination Boards.'* In Graded Objective schemes we would obviously applaud this view as it would preserve the independence we have become used to. Unfortunately it won't work. In refusing to accept that there is a problem about defining content, the Group ignores the discussions that took place within Graded Objectives and GCSE schemes and leaves the situation dangerously open. For example, AT2 Level 2 SA(c) states: *'express feelings in simple terms'*. This SA has to be tested - that is one of the rules of the game - so how many feelings do they mean and how simple is 'simple'? Is it a single word (great!) or a simple affirmative sentence

(It's stupid), as the Report's examples suggest, or are more complex sentences (I like it) or even negative ones (I don't like it) involved? These imply control of quite complex structures (pronoun objects and negatives) as well as a differing range of vocabulary depending on the number of feelings. If the definition of all this content is left to individual teachers or schools, how are their multifarious decisions to be made to produce nationally comparable results? After all, it is part of the government's intentions that local newspapers be able to publish the fact that school X got 250 passes at Level 2 French whereas school Y got only 225. This crude political reality is something the Group seems to ignore. Graded Objectives schemes resolved the difficulty by accepting that there was no comparability between schemes; it was not a problem because the actual performance of learners was transparent to both themselves and anyone else - it was detailed on the back of the certificate. GCSE, which is obliged to be nationally comparable, produced detailed statements of content with all their concomitant difficulties - one of the reasons why the Group didn't want to detail content anyway. But the Group cannot avoid the difficulty by pretending it doesn't exist. It may be that Graded Objectives schemes can exploit this by pointing out that national criteria could produce calibration systems that would allow the results of Graded Objective schemes to be nationally compared, but which would maintain their independence and continue to allow them to develop and evolve as they have done.

PRACTICAL COMMUNICATION

This has usually meant the use of language in ways in which it is used in natural circumstances outside classrooms. GCSE has maintained this through the concept of authenticity of task. The National Criteria say that activities should be *'authentic and valuable outside the classroom'*. It is true that this has frequently been too narrowly interpreted so that interesting and useful activities like writing poems and imaginative prose have been neglected. The Group therefore abandoned authenticity of task in favour of 'educational validity'. Unfortunately this too has its dangers. Some of the ATs, though interesting activities in themselves, have in the end less to do with practical communication than they should have. All the SAs of AT1 at Level 6 fall into this category since all involve *'guidance'*, that is, support by the teacher who provides *'structured questions'* and so on. But in the outside world the teacher will not be there. Level 6 is the terminal level for the majority of learners and

it is imperative that at that stage they should be equipped with skills which will allow them to operate in the world outside the classroom. These should be either 'practical communication' as the GCSE defines it or techniques by which the learner can continue actively to learn without the support of a teacher. The Group has appreciated the drawbacks of the concept of authenticity of task but has not realised what its original purpose was. We in Graded Objectives schemes must continue to ensure that learners acquire useful skills and are not merely involved in interesting activities.

The Report has many excellent things in it. As a general statement of the purposes of a secondary school foreign language course it is in many ways admirable. The danger lies in the interpretations in detail of the general statements. Who will do that? It is up to us to make sure that classroom teachers have an overriding input into that process.

Languages and the Educational Reform Act - a Headteacher's perspective

Chris Lowe, Headmaster Prince William School Oundle

(edited and abridged)

In considering the Educational Reform Act (ERA) it might be useful for you to think about the kind of thought processes that I and my colleagues have gone through, both from the perspective of a Head and of someone who has been on the national scene. At my own school (Prince William), for example, we decided to have a curriculum review, and what arose from this was a programme of curriculum mapping which will begin next year. This, and the curriculum development which follows from it, is of course linked to LMS, because the two most important aspects of the Educational Reform Act of 1988 are the curriculum and LMS.

WHAT WILL LMS MEAN?

Despite what many people believe, LMS is not totally finance orientated. These aspects of the proposals have received most attention because they have occupied LEA officers for a number of years now. But at the end of the day this is just a question of putting more noughts on existing capitation. What will in fact be much more far-reaching is the other side - the personnel side - the devolved responsibilities for discipline, grievance, appointments, dismissals, the whole paraphernalia of staff morale and staff development. The whole responsibility for this is now devolved to the school and all that the authority can do is put into action what the LMS school decides. We thus have the most unique position for employment in the country - the LEA is still the employer, but certain key decision making facilities are actually devolved to the school.

LMS, therefore, is not simply a method of saving money. Since it is pupil number driven, 75% of the budget comes from the numbers of pupils in the school - it is their money and schools should not be retaining large amounts of it for other purposes. Rather than primarily financial, LMS is a decision making issue. The curriculum is therefore highly important and the whole thing should be curriculum-led. Not only can you now make a curriculum decision, you can actually put it into practice.

The kind of decisions and priorities which will have to be made under LMS include deciding between on the one hand the level of pay and on the other the number of teachers. We will also have to balance requirements for teachers against requirements for extra ancillaries and requirements for staff as a whole against requirements for equipment and materials. Such decisions will be made ultimately by the governors, but clearly the Head and staff will have a significant influence on such choices.

In terms of school management, the kind of processes which we are having to develop may tend to give greater responsibility to departments and department heads for the delivery of the curriculum. At any rate, decisions will have to be made about the degree of devolution of budgets to departments, the extent of staff involvement and the procedures for managing and indeed monitoring the budget. To give just one example, a head of department may want an extra free period per week for administrative or training purposes. I will now say to this department head - 'Fine! One extra free period per week costs about £700 per year, or nearly the cost of an A allowance in **your** department. Which is your priority?' That is the kind of decision we are now able to take at very local level.

PRIORITIES FOR A LANGUAGES DEPARTMENT

Such decisions are clearly going to influence the delivery of the curriculum in general. But what about the specific components of the curriculum for modern languages? Here, too, the school and the languages department is going to have much greater responsibility than hitherto. Of course, the overall framework will be defined by the Programmes of Study and Attainment Targets of the National Curriculum (of which more below), but, as we shall see, these leave considerable flexibility for individual establishments. The kind of questions which I shall be looking towards my languages department to help solve include the following:

- What will be the Foundation Language (FL1)?
- What will be the second language, and how do we deliver it?
- How will we diversify our language provision, while maintaining coherence and flexibility?
- What is the follow-up 16-19?

- How much time allocation are languages to receive?
- How will languages relate to other areas of the curriculum?
- What are our staffing needs (recruitment, retention, pay, skill)?
- What material resources are required?
- What programme of visits, exchanges and other links are on offer?
- How do we justify the expense of a foreign language assistant?
- What is our programme for pupil assessment and monitoring?
- How do we promote and disseminate information on languages to governors, parents, and other parties?

These are all questions which have to be faced - some for the first time by a department - and which provide the basis for a coherent departmental policy (and indeed justification) within the framework of the National Curriculum.

CURRICULAR CHANGES

What then of the philosophy behind the National Curriculum, and within this the specific proposals for languages? Of course, some things remain far from clear. There are a number of strands in current thinking, represented for example by the National Curriculum Working Groups, but also by the NCC, SEAC and indeed the Secretary of State. There is certainly a strong argument for caution at the present time. We should, however, be prepared. We should at least understand what the situation is, so that we are ready to move in the kind of direction I have outlined when the need arises - as it surely will.

The first thing we have to remind ourselves of is what the situation was before it all happened. At the risk of oversimplifying we could say that the curriculum was traditionally seen as follows:

- It was a combination of single subjects.
- Some areas of experience did not exist for particular pupils (particularly the low ability).
- Many important topics were crammed into PSE.

- Lip service was paid to RE.
- There was no sense of progression.
- Pupils faced a supermarket choice at 13+.
- Key subjects were dropped too early.
- There was poor secondary/primary/middle liaison.
- There was a low 16+ staying on rate.

I am sure that this scenario is recognisable to many people, and we must take care that we do not go through this whole exercise and end up in the same situation.

THE EDUCATION REFORM ACT

The government's answer was Section 1 of the ERA, which defines not a school curriculum but a pupil curriculum. HMI had said that each pupil had to have the following:

> *A curriculum which is balanced, broad and relevant.*

Section 1 of the ERA interpreted this to be a curriculum which promotes the following qualities - *spiritual, moral, cultural, mental* and *physical,* and in doing so it should help *'the development of the pupil at school and of society.'* It should prepare pupils for the *'opportunities, responsibilities, and experiences of adult life.'* This curriculum, it should be noted, is for pupils aged 5 to 19 and I think that few of us would disagree with this general strategy.

The tactics or method of implementation are to be found in Section 3 of the Act, which sets out the subjects (core and foundation) to be followed and the Key Stages. It is worth remembering that the areas of experience referred to by HMI are here subsumed into traditional subjects, and this is perhaps to be regretted. Nor, despite suggestions to the contrary, is there any specific time allocation for the subjects to be studied.

In response to this, the NCC and SEAC were established in order to give substance to the general proposals of the act. They decided to work through

working parties of experts, which were set up separately and had no links between them.

The rationale of the National Curriculum was to give pupils the *'range of knowledge, skills and understanding necessary for a broad and balanced curriculum'*. Within this very broad framework there is in fact considerable flexibility. To begin with, the foundation subjects themselves do not constitute a complete curriculum - they do not promote all of the spiritual, moral, cultural, mental and physical values prescribed in the Act. It is recognised that there are a number of cross-curricular themes - such as careers, health, gender, multi-cultural issues, economic awareness - which must be included in the National Curriculum.

In addition, it has been clearly stated that an individual school can reinterpret - even reorder - the Attainment Targets for its own purposes and clientele. For example, it might be that some Attainment Targets can be best fulfilled within the framework of English teaching and others by modern languages. This presupposes an overall rationale and plan within a school in order to make sense of the attainment targets and assessment procedures in the different subjects and to develop a whole school policy, which will take into account not only the place of individual subjects, but the planning of the curriculum (including the timetable) and the provision of non-subject specific (cross-curricular) knowledge, skills and understanding.

ARGUING THE CASE FOR LANGUAGES

What I as Head would wish to know primarily in this respect is *'What does your subject - in this case modern languages - contribute to the curriculum as a whole?'* This is the question which you may well wish to begin to answer in your later deliberations.

To put this question in context, it might be worth considering the difficulties of actually allocating time within the programme for all of the core and foundation subjects - particularly at Key Stage 4. Since we are still (sadly in my view) looking at the Curriculum in terms of discrete subjects, without a clear sense of the whole curriculum, one possibility being mooted is that of reducing the time available for individual subjects - effectively returning to a two-tier system of subjects, with all the associated problems of pupil motivation (or lack of it).

It seems to me that we therefore might lose a golden opportunity by returning to the subject-specific models of the curriculum pre-ERA. Perhaps

what we ought to be doing is looking more closely at the cross-curricular contribution of specific subjects. As far as modern languages are concerned, it is a fact that as a subject it has a poor record in terms of pupil staying-on rates, pupil motivation and pupil interest nationwide. The Graded Objectives movement accepted this and did something about it, but it is nonetheless a fact. What this means is that you as linguists ought to try to do something about this fragmentation; try to see whether some of the objectives in languages can be fulfilled elsewhere and how language teaching can contribute to other areas of the curriculum.

FOREIGN LANGUAGES - THE INITIAL ADVICE

What your Interim Report* says is that the purposes of foreign language teaching are:

- *to develop the ability to use the language effectively for purposes of practical communication;*
- *to form a sound base of the skills, language and attitudes required for further study, work and leisure;*
- *to offer insights into the culture and civilisation of the countries where the language is spoken;*
- *to develop an awareness of the nature of language and language learning;*
- *to provide enjoyment and intellectual stimulation;*
- *to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations;*
- *to promote learning of skills of more general application (e.g. analysis, memorising, drawing of inferences);*
- *to develop the pupils' understanding of themselves and their own culture.*

* In the meantime, the Final Report (*Modern foreign languages for ages 11-16, 1990*) has been published. See 'The educational purposes of modern foreign language learning'; p 3.

Well, I could say that the same things could be said of English or Geography. Do they not *'develop the ability to use the language effectively'* or *'offer insights into the culture and civilisation'* of other countries?

So, what is distinctive about modern languages? Again the Working Group has an answer:

- *it exposes learners to new experiences and enables them to make connections in a way which would not otherwise be possible, and this in itself deepens their understanding of their mother tongue;*

- *operating with a more limited stock of language both brings out the need for strategies for communication and makes learners more conscious of the meanings of words and the structure of sentences;*

- *the sounds and intonation patterns of the foreign language present a challenge to their capacity to discriminate and imitate;*

- *the realisation that they really can communicate in a new language increases the self-confidence of learners of all abilities and brings a sense of achievement and discovery which grows as they become more proficient;*

- *learning through the study of a foreign language about the cultures of other countries enhances learners' understanding not only of those cultures but also of their own.*

Accepting these as true, it can also be said that these distinctive dimensions are not solely owned by linguists - many of the above points could be made by Geography or RE teachers. There is thus a cross-curricular aspect even to what is distinctive about modern languages.

What else do they say? They say that modern languages reinforce the core subjects and contribute to the whole curriculum in the following ways:

- *combining linguistic skills (which are themselves both physical and intellectual) with personal and social development;*

- *offering many opportunities to develop the various oral and written communication skills;*

- *increasing sensitivity to sounds and rhythms;*

- *providing insights into the way language works;*

- *inculcating valuable study skills: attention to general and detailed meaning in listening and reading; predicting, selecting, comparing and interpreting information; and memorisation;*

- *developing learners' awareness of cross-curricular themes and enhancing their skills.*

A CHALLENGE TO MODERN LINGUISTS

However, in the green pages of the Initial Advice (on the Attainment Targets and Programmes of Study), it does not appear to me that these questions are covered. What I would like to know as a Head is: how are you as modern linguists going to develop cross-curricular themes and skills? What are you going to do when it comes to programmes of study about what the document calls the *'opportunities, competencies and strategies'* and *'cultural awareness'*? Does this come by some kind of osmosis, or is it something planned? This is absolutely vital. Cultural awareness is one of the key contributions which languages can make, but it must be planned.

There is one further question, which the Working Group has not yet resolved and on which I as a Head need to have a policy. Traditionally, as I have already said, many people have given up languages at the end of the 3rd year. Although I am very pleased that this should no longer be possible - I am a supporter of languages for all - nonetheless, I have not been convinced that there is not a 'plateau' which some pupils reach. This has been a traditional view, and it seems that some flexibility has much to commend it.

There are a number of routes through the National Curriculum. It could be one foreign language for five years. Alternatively, pupils may change from one language to another at Key Stage 4 or, if they are able enough, **add** a second language at Key Stage 4. Another possibility would be that of taking up a second (single) language at Key Stage 4, but of only studying it to levels (Attainment Targets) 3/4. This might well suit the capabilities of individual pupils and it would also ease staffing problems - for example, I have a teacher who would be capable of teaching Italian to level 4 whom I could use in such a set-up.

Whatever the rights and wrongs of such a pathway, the important point is that we must now plan - we must plan to show how modern languages can contribute to the whole curriculum of our pupils, we must plan to show how

modern languages can be a real and worthwhile option for all students. It is my belief that the Educational Reform Act gives us the opportunity to develop such a plan. This demands, of course, participation from you - the experts as far as languages are concerned. In a sense you have to convince me - as a sympathetic non-native speaker - of the benefits and possibilities of your contribution within the framework of the National Curriculum. That is the challenge which you face, and with which I leave you.

Accepting the challenge

Modern languages, GOML and the National Curriculum - a policy for the 1990s.

Group session 1

In response to Brian Page's concerns about the National Curriculum, and more specifically Chris Lowe's 'challenge' (pp 16 17), the working groups at the 11th GOML conference took up the task of establishing a policy framework for modern languages within the National Curriculum. Taking as a starting point the descriptors of the Modern Foreign Languages Working Group quoted by Chris Lowe, the groups produced the following outline statements on the contribution of modern foreign languages to the whole school curriculum.

1. **Languages combine 'linguistic skills (...) with personal and social development'**

- Personal and social skills

The relevant skills may be listed as follows:

- confidence;
- self-esteem;
- awareness of others;
- consideration for others;
- putting oneself in shoes of others;
- developing leadership qualities and also being a team member;
- independence;
- being an individual in society;
- non-verbal communication;
- problem solving skills.

- Contribution of languages

Language learning supports the development of such skills by helping/teaching the learner to:

- cooperate with others;
- work effectively as part of a pair/group;
- take on different roles;
- give and accept advice and appraisal (peer or otherwise);
- initiate a conversation;
- repair breakdown in conversation;
- sustain a conversation;
- initiate and respond to enquiries/requests/commands.

- Needs of employers

A survey has identified the four most important qualities in the eyes of employers to be:

- organisation of time;
- communication;
- getting on with other people;
- handling different forms of information.

- Linguistic skills

At least three of these qualities are developed by the linguistic skills implicit in language learning. Pupils must learn to understand the processes involved in different types of verbal/non-verbal communication (from Hampshire MLDP document).

Some examples:
- interpret information;
- use known language in new contexts;
- recognise and use appropriate register;
- recognise relationships between languages;
- use known language for creative and expressive purposes.

In these ways language learning has a key role to play in the development of personal and social skills.

2. Languages offer 'many opportunities to develop the various oral and written communication skills'

Modern languages are uniquely placed to develop speaking, reading and writing skills and to extend linguistic experience. This is in many ways the core of modern language learning.

The need to acquire a foreign language means that these skills are developed in a systematic way, perhaps in some cases for the first time. This has an effect on pupil self-esteem and performance in other curricular areas.

Certain specific skills, probably only taught in the modern language classroom - gist reading and interpreting, for example - can reinforce this overall competence.

The existence of short-term attainable goals offers a feeling of success, motivating and often giving a new start to the low achiever.

Modern languages help develop these skills within a real context which fosters an attitude of understanding, curiosity and interest and removes the fear of the unknown, both cultural and linguistic.

3. Languages increase 'sensitivity to sounds and rhythms'

Foreign languages promote the skill of concentrating on sound for the purpose of extracting meaning and context. Children need to be taught to listen. They need to be able to hear what people are saying and how they are saying it, from which they can learn, at the most basic level, which language the speaker is using, perhaps where he comes from, his message, and whether he is angry, sad, etc. All these, of course, are crucial to overcoming communication barriers and to making sense of the culture. Our emphasis on listening is important for the development of speaking skills: children need to be able to listen carefully to a model and to their attempt to reproduce it in order to increase their performance in the spoken language.

In many foreign languages, the ability to seize minor differences of the spoken language is crucial to the understanding of what is said (e.g. the singular/plural system in French). Being able to identify sound segments relates directly to pupils' understanding. Only when one can identify word boundaries can one sort out a stream of sound into meaningful text.

4. Languages 'provide insights into the way language works'

The learning of a foreign language develops pupils' insights into language in a number of important ways:

- It increases sensitivity to sounds and rhythm (see 3). The sounds and intonation patterns in a foreign language present a challenge to pupils' capacity to discriminate and imitate.

- Foreign language learning enables learners to make connections in ways which would otherwise be impossible. This deepens their understanding of the mother tongue. First hand experience of another language brings a new perspective to perceptions of language, enabling pupils to make comparisons which sharpen their understanding of concepts, both in the foreign language and the mother tongue.

- It increases pupils' awareness of how to use language appropriately. It makes them more aware of the meaning of words and the structure of sentences.

- Since most pupils are operating with only a limited foreign language competence and range, they need to develop strategies for successful communication.

- Greater consciousness of the meaning of words should lead pupils to a greater understanding of how concepts are expressed in different ways in different languages, and of how some terms are exclusive to a particular language and culture. This 'discrimination without prejudice', acceptance of difference, is important for the future of humanity.

For such insights to be fully developed it is important that:

- the language department has a conscious policy on these matters, including the consistent use of the target language, to as far as possible create a natural language learning environment;

- there should be whole school policies, for example liaison with teachers of English and mother tongue.

5. Languages inculcate 'valuable study skills'

There can be no doubt that language learning - necessarily - inculcates study skills. The teaching styles associated with modern language teaching (and in particular the Graded Objectives movement) could be said to promote the following kinds of study skills. (In some cases it is felt that more development is needed - indicated with a *.)

General skill area	**Study skill**
READING/LISTENING	Gist reading or listening Detail reading or listening Inference Reading/listening for pleasure * Reading/listening for sound associations*
RESEARCH	Reading Listening Viewing (video, database, etc) Cross-referencing * Retrieval (use of dictionary, database, questionnaires, surveys) * Asking questions
INFORMATION HANDLING	Note taking Analysing/selecting * Summarising * Reporting back * Expansion of notes * Drafting/restructuring *
ORGANISATION	Target setting Involvement in own learning Time management * Use of resources * Collaborative learning Self-preparation/autonomy *

TARGET SETTING	Short-term targets with achievable goals Long-term goal setting Self-assessment Reviewing/planning *
'LEARNING TO LEARN'	Consolidation Revision Learning by heart Repetition Developing strategies to improve memory *

6. Languages 'develop learners' awareness of cross-curricular themes and enhance their skills'

Modern languages are a good vehicle for the delivery of cross-curricular themes and skills as identified in the Interim Report of the Working Group on Modern Foreign Languages:

- Themes

- multicultural perspectives
- personal and social education
- European dimension
- citizenship
- careers
- economic and industrial awareness
- environment
- health

- Skills

- social
- personal
- study
- vocational

MULTICULTURAL PERSPECTIVES:
Language study demonstrates the phenomenon of the spread of European languages in the world (e.g. francophonie) and that of non-European cultures in Europe (e.g. through immigration), providing an educative comparison between UK and European cultures.

PERSONAL AND SOCIAL EDUCATION:
The modern language context provides greater potential for discussion of personal interests, details, etc, because use of foreign language allows suspension of disbelief. This raises the possibility of discussing areas of experience which might be taboo in English, or recycling of topics which would otherwise meet resistance because they had already been 'done'.

EUROPEAN DIMENSION:
There is the possibility of geographical and historical perspectives; teaching within the context of the country - authentic texts; work experience - tourism, etc.

CITIZENSHIP:
Unfamiliar governmental/electoral concepts - e.g. *république; liberté, égalité, fraternité* can be taught through the subject.

CAREERS:
Modern languages deal with the following areas of experience - personal aspirations/family occupations/reporting work experience; vocational applications. The World of Work is one of the Areas of Experience in the National Curriculum. This vocational aspect reflects the increasing maturity of the learner.

ECONOMIC AND INDUSTRIAL AWARENESS:
Although limited, modern languages do refer to currencies - rates of exchange; prices - standards of living; (see also careers) hist-géo.

ENVIRONMENT:
This is actually stated in the ML Working Group Interim Report. It is applicable to very simple levels, but why not deal with less banal themes early on? *'Sauvez la baleine'* for 13-year-olds. This would require promotion of types of functions, e.g. **expressing opinions.**

HEALTH:
This is part of the well-established transactional tradition, but which often neglects details of systems, how to get and pay for treatment. We could make more use of health education per se, e.g. posters, leaflets. Opinion on lifestyle, diet, exercise, drugs, etc.

KEY OVERALL ADVANTAGE - PERMITS TREATMENT OF MANY THEMES WHICH IN MOTHER TONGUE MIGHT SEEM BANAL, TABOO, REPETITIOUS, ETC. THE MEDIUM REKINDLES THE MESSAGE.

7. In addition, modern languages reinforce the core subjects

- In terms of content

- the teaching of modern languages imparts knowledge about language (reinforcing English Attainment Targets);
- it can involve joint curriculum ventures on specific themes (e.g. environment);
- it can involve active practical tasks and scientific tasks in the FL;
- course content can be related to Science topics;
- maths content (measures, time) is covered;
- there is considerable potential overlap with English (e.g. poetry).

- In terms of learning styles

ML teaching involves the transfer of communication skills. MLs involve the investigative approach - leading to the deduction of patterns.

MLs involve considerable study skills (see p 22).

Cooperative learning, group and pair work are important aspects of ML learning. They lead to considerable independence in learning.

The emphasis on listening and oral skills in ML learning reinforces a key learning tool.

8. Summary of group discussions

GOML AND THE NATIONAL CURRICULUM

The Graded Objectives movement has a crucial role to play in the delivery of the National Curriculum, not only in modern languages, but across the curriculum. Those local groups which - understandably, given the climate of confusion if not outright gloom that has pervaded the last few years - have

cut back their activities, might well wish to reconsider the possibilities for the future. If modern languages have an important contribution to make to the curriculum as a whole, then GOML can certainly be at the centre of that development.

GOML IS A MOVEMENT FOR CHANGE

How is this? Firstly, because of perhaps the major characteristic of Graded Objectives. As a 'movement' it is a movement of change. It was formed in response to major curricular upheaval - comprehensivisation. It has adapted to change ever since. It - or rather its component parts, groups and teachers - have not only adapted to change, they have consistently promoted new ideas, approaches and methodologies.

GOML PRINCIPLES SUPPORT THE NATIONAL CURRICULUM

At the root of Graded Objectives are a number of characteristics which remain relevant to present circumstances. GOML promotes clear objectives and criteria, all of them necessary for the kind of programme outlined in the National Curriculum documents and the kind of cross-curricular links described above. Furthermore, it **relates to the real world** and promotes the use of **short-term realisable goals**, both part of the underlying philosophy of the National Curriculum.

GOML IS DEVELOPING THE NEW METHODOLOGIES NEEDED IN THE 1990s

In addition, over the past year or so, GOML groups have been at the forefront of a number of very relevant new developments in teaching and learning styles (see GOML News 14 and the Group reports in this edition). Broadly speaking, these developments can be described as promoting **pupil-centred learning**. This leads to the strengthening of pupil independence and autonomy and increased cooperation between pupils. This is of key importance in relation to the creation of positive attitudes towards learning and of allowing pupils who may have experienced learning difficulties the opportunity of new beginnings.

GOML PROVIDES A NETWORK FOR DELIVERY OF THE NATIONAL CURRICULUM

More than this, GOML has always been a means of organising the delivery of the curriculum. Through the development of joint (and latterly peer) assessment and the moderation which this entailed, as well as the general curricular skills which the various schemes imparted on the teachers who wrote them, GOML has been a potent force for curricular development **from below**. Above all, it has created a unique system of networking - at local level through the local groups, and nationally through the Coordinating Committee and In-service Conference. As some LEAs are already discovering, this already existing network is an excellent mechanism for the delivery of the In-service Training, Schemes of Work and Assessment Procedures required by the National Curriculum.

II METHODOLOGY AND MATERIALS

Languages and learners with difficulties

Pat McLagan
(Former advisory teacher for languages with the Inner London Education Authority, now with the London Borough of Barnet)

> 'Special needs arise as a result of a mismatch between what the pupil brings and what the institution or curriculum demands of her/him'.

From: *Languages and Special Needs, The Languages Centre, ILEA 1989*

'I am what I am, not what you tell me to pretend to be'

The National Curriculum Working Group gives a strong justification for the entitlement to a modern foreign language of learners considered to have special needs. However, its advice is of an understandably general nature. What it does not do is give any real guidance on the kind of programme this diverse group of learners will best follow.

One thing is sure - it will not be possible for such pupils (if any!) to work through a course book leading to GCSE for five years. A pruned-down conventional GCSE defined syllabus is not enough. But what about the Attainment Targets and Programmes of Study? Will courses based on these outlines motivate reluctant learners and those with difficulties?

The emphasis in the Initial Advice on personal involvement of the learner, on relevance of course content to the learner's own experiences and interests, on creativity and imagination, on tailoring courses to learners' needs, on treating previously unconventional cross-curricular topics - all of these things are, I believe, refreshing and helpful.

Do we ask learners how relevant their lessons are to them? Is there a mismatch between foreign language learning and other subjects? Starting from 'what the learner brings to the classroom', we must perhaps reassess the

relevance of some of the basic level GCSE defined content with its heavy stress on transactional language.

PROGRESS

Many developments in recent years have common aims and themes and are helpful in increasing the motivation and involvement of the learner.

GOML	SHORT-TERM GOALS achievable targets, tailor-made courses, reward
↓	↓
GCSE modular courses	PERSONAL EXPERIENCE OF LEARNER tailoring the courses
↓	↓
TVEI	ACTIVE, FLEXIBLE LEARNING, USE OF I.T. initiative, autonomy, practical multi-skill tasks relevant to adult life
	LINKS WITH THE COMMUNITY the World of Work LINKS ABROAD
↓	↓
ATs, POS, SATs	? ? ? ?

Alternative accreditation is a feature of such schemes. Courses include: The SEG modular GCSE; the MEG GCSE Project on the Assessment of Graded Objectives; the University of London GAML GCSE; The Institute of European Education Preliminary Certificate of Modern Languages Skills for Work, St Martin's College, Lancaster; BTEC Foundation; FLIC - London Chamber of Commerce and Industry.

INVOLVING LEARNERS IN THE CLASSROOM

- Seating

In special schools they learn in small groups, working with time-slots geared to the pupils' needs. Could we perhaps discuss with all pupils in a large mixed ability group how seating can be best arranged or how time can be

organised to meet the aims of the language course? There may be less chance to mess about if seated singly in rows, but is this best for the type of work they aim to do? The horse-shoe pattern may be best for communication and teacher access. Is it better for learners to spread themselves around a large room or close in in a more intimate style?

- How to learn?

It is helpful to discuss with pupils how this happens - listening before speaking, reading before writing, the importance of listening and recognition, the purpose of the activities, listening and reading for gist. Teaching recall helps - providing clues for remembering new words or encouraging students' own sound notes. Often the initial letter of a word can act as the trigger prompt. It is useful to provide students with their own copies of tapes and teach them how to use cassette players in class and at home.

Clear, achievable objectives, preferably negotiated with the class beforehand, can be on display on the walls and replaced with the next unit when they are achieved. Visuals accompanying the unit of work can also be on display for the duration of the unit.

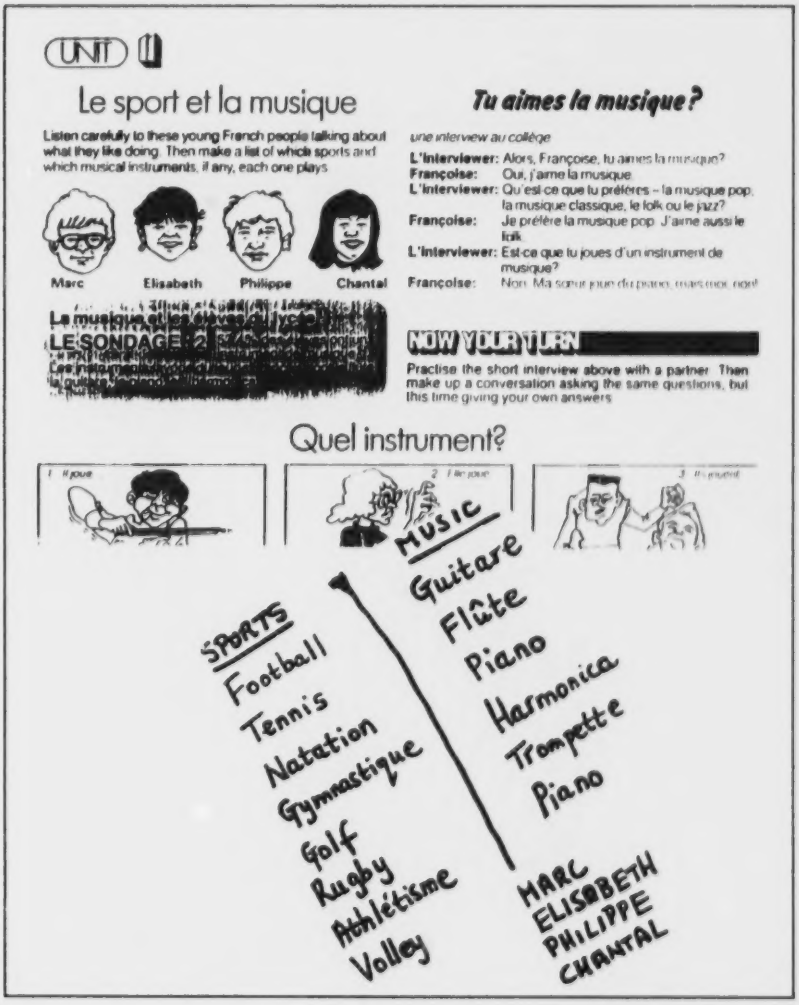
- Listening

The listening skill should perhaps be rewarded more. Our *'I can ...'* statements usually stress speaking. Most beginners' course book objectives are of the *'In this unit you will learn to SAY, ASK, ANSWER, TALK ABOUT ...'* variety. It would be good to see more *' I can UNDERSTAND ...'*

Providing short, individual cassettes for use at home as well as in class is useful. These can contain essential items such as numbers, days and months, weather, basic nouns from the unit and they can be accompanied by pictorial worksheets with listening activities involving simple recognition.

When dealing with longer texts and authentic material, decide what to pre-teach, avoid playing 'cold', ensure basic content is understood (concepts, place names, etc), break it down into manageable chunks, encourage students to listen more than once and make the cassette available. Provide extra support, e.g. *Tricolore Unit 11* - a tape containing quite a lot of information about French youngsters' sports and musical instruments. Students must list which sports and which musical instruments - if any - each one plays. Less able students could have a support sheet or card

containing the basic nouns they have to listen out for. The words can be crossed off, ticked, underlined, encircled when they are heard. Names can also cause difficulty and could be either written out in full or the initial letters provided. Other pupils in a mixed ability group could have the basic activity and/or other tasks such as gap-filling and manipulation, leading to speaking and writing tasks.


UNIT 11
Le sport et la musique
Listen carefully to these young French people talking about what they like doing. Then make a list of which sports and which musical instruments, if any, each one plays.
Marc
Elisabeth
Philippe
Chantal
LE SONDAGE 2
Tu aimes la musique?
une interview au collège
L'interviewer: Alors, Françoise, tu aimes la musique?
Françoise: Oui, j'aime la musique.
L'interviewer: Qu'est-ce que tu préfères – la musique pop, la musique classique, le folk ou le jazz?
Françoise: Je préfère la musique pop. J'aime aussi le folk.
L'interviewer: Est-ce que tu joues d'un instrument de musique?
Françoise: Non. Ma sœur joue du piano, mais moi, non!
NOW YOUR TURN
Practise the short interview above with a partner. Then make up a conversation asking the same questions, but this time giving your own answers.
Quel instrument?
MUSIC
Guitare
Flûte
Piano
Harmonica
Trompette
Piano
SPORTS
Football
Tennis
Natation
Gymnastique
Golf
Rugby
Athlétisme
Volley
MARC
ELISABETH
PHILIPPE
CHANTAL

Active listening will involve everyone and prevent pupils switching off too easily. Here are some suggestions from the ILEA Languages and Special Needs Book:

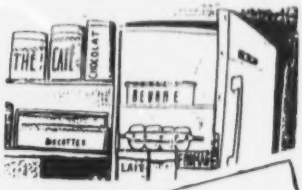
- ★ Numbering flashcards/OHP pictures and getting pupils to write down the number of the items you name.
- ★ Making statements about your numbered cards (*Nummer eins ist ein Apfel*) - pupils write down whether your statements are true or false.
- ★ Turning cards over/switching off the OHP and making statements (as above, but more of a memory game).
- ★ Saying the items many times over, asking pupils to record how many times you say each item.
- ★ Inventing a mime for each item. You say the item, pupils all mime it.
- ★ Sticking flashcards at various locations around the classroom, getting pupils to point to the one you call out.
- ★ Using mini-pictures of flashcards for recognition games.

None of these activities involve the pupils in producing the language.

- Speaking

Possibly the most difficult and sensitive area, it is stressed by so many course books and GOML schemes rather than the more easily attainable skill of understanding. Very many pupils retreat into silence, refusing to speak for various reasons. Confidence has to be built up slowly, avoiding putting pupils on the spot with questions posed as soon as they come into the room. The amount of input required should not be underestimated. Support can be provided by using the suggestions for listening given above, by using plenty of visuals and by asking supportive questions: *'Would you like an apple or a pear?'* rather than *'What would you like?'* Speaking tasks from text books will usually need support, e.g. a seemingly simple speaking task, involving asking prices of items from a grocer's shop shown in photographs, causes the following problems:

Can you put these groceries away the right place?



5. Work with a partner, so that only one of you sees the price labels on the groceries. The other one asks these questions:

a) *C'est combien, le sucre?*
b) *C'est combien, le café?*
c) *C'est combien, le thé?*
d) *C'est combien, le beurre?*
e) *C'est combien, le lait?*
f) *C'est combien, les œufs?*

★ What are the items anyway? How are pupils to know that, for example, *Elephant Noir* is coffee and *Poulain Pulverisé* is drinking chocolate?

★ Numbers will need to be practised and probably simplified. Pair-work cards can be provided - pupil A says a number from a written prompt while pupil B points at the number, or a tape can provide the spoken prompt. While the slower learners are reinforcing numbers, more able pupils can be given pair-work cards with shopping tasks - pupil A has shopping list, pupil B is shopkeeper with several items crossed off as unavailable.

- Instructions and the use of English

It is often in their use of English that pupils with difficulties are seen to have failed. Starting with another language need not necessarily cause similar problems if the tasks are clear, graded and as free from English as possible. English rubrics and instructions can interfere with comprehension. Activities are best introduced through demonstration, joining in, and the use of visuals wherever possible. When giving instructions, it is helpful to give them in at least two different ways and then ask if everyone has understood fully what they have to do. Pupils who have always been left behind in class get into the habit of switching off when the teacher starts to give instructions or explain something.

- Reading and writing

After new material has been assimilated aurally and orally, the OHP can be used to manipulate simple words and texts which can be linked to visuals. Re-ordering, creating simple lists and messages, spelling games and picture stories can all be built up gradually on the OHP. Similar activities can be presented on cards - key words and phrases can be written in large clear letters and put into envelopes. Pupils work in groups. Each group has one envelope and they must recreate the story/list/message and then write it down.

The use of IT, and wordprocessing in particular, builds confidence, provides clarity, motivation, continuity with primary school work, easy correction and avoids the problem of handwriting. Pupils can change the order of lines, words or sentences using the block move facility; partially completed text can be filled in, ideas jotted down at random without the

worry of mistakes, as they can be corrected so easily. *Penfriend* (Primrose Publishing) allows pupils to compose and print out letters in French, German, Spanish and Italian. *Developing Tray* and *Allwrite* (I.L.E.C.) are suitable for foreign language use.

When working with longer texts or authentic material, pupils may require the reading to be made more accessible.

Try:

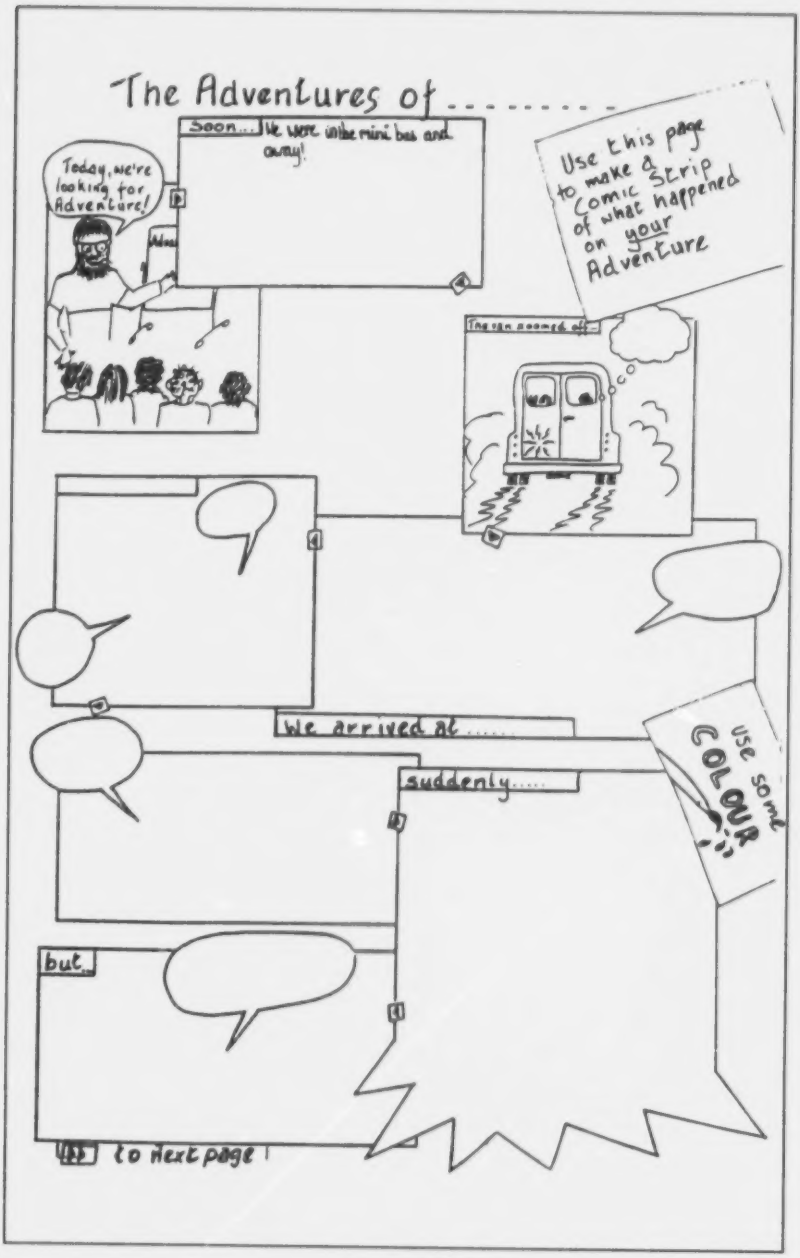
- ★ enlarging the text or parts of it;
- ★ boxing in parts;
- ★ breaking it up into chunks of meaning;
- ★ illustrating, underlining or glossing key words;
- ★ using headlines or captions;
- ★ posing helpful questions which indicate parts of the meaning of the text.

Activities which avoid English comprehension questions include:

- ★ grids, true/false, matching halves of sentences, gap-filling, matching words and pictures, re-ordering a jumbled story (on cards rather than on worksheet), use of the computer.

We might even adapt the structured diary (p 36) used by an English primary class to report on a school trip.

Whatever different particular methods we develop, I am sure that there is no single answer. We must experiment, **try** to make contact with the learner. Above all, **involve** her/him in the learning experience. I believe that the National Curriculum gives us the opportunity to do this.


The Adventures of .....
Today, we're looking for Adventure!
Soon... We were in the mini bus and away!
Use this page to make a comic strip of what happened on your Adventure
The van zoomed off
We arrived at .....
suddenly.....
but
Use some COLOUR
to next page!

Languages and the able learner

Gerry Kenny, Pilgrims Language Courses, Canterbury

INTRODUCTION

Able learners are often held back in language classrooms. They require, and have a right to expect, language learning to be intensive in terms of speed, quantity and the depth of work done.

The presence of able learners, though not only able learners, in a language classroom often leads to cases of self-censoring of ability which can lead to boredom, disruption, and worse still, waste. In order to respond to able learners and others efficiently, we need an overall picture of the types of work carried out in language teaching:

ORGANISATION - teacher control of learner response.

DEVELOPMENT - learner creativity within a teacher-provided framework.

ORGANISATION

This type of work is an important preparatory phase in teaching, covering a range of procedures.

Introducing:	initial presentation of a topic area.
Explaining:	detailed presentation of issues of the topic area.
Checking:	making sure the presentation has been understood.
Practising:	learners carry out well-defined response exercises such as drills, or question-answer activities within the topic area.
Applying:	learners move on to slightly freer forms of practice where they begin to put their own ideas forward.
Focusing:	learners' attention is drawn to the relationship between work accomplished and initial presentation.

Adding: the topic area may be widened to include such things as a relevant vocabulary field or structure.

Modifying: learners may be required to modify perceptions of a topic area, e.g. perceive more complex ways of expressing opinions, talking about the future, and so on.

These procedures are not intended as an exhaustive sequential description of a model lesson, but rather a sample of what we as teachers do when opening up a topic area in class. In organisation we establish the ground rules. The way in which we choose to structure these procedures, and others not mentioned, depends on our style of teaching.

DEVELOPMENT

Here we provide essentially two kinds of activity leading on from the above.

1. Activities which confirm

These are simple, but not simplistic, productive tasks to reinforce input and practice, and to encourage learner use of language in focus. Such tasks may include any of the four skills or a combination of them.

2. Activities which challenge

These are a series of progressively more complex tasks around a language focus. A number of elements come into play.

- Creation of new contexts - e.g. learners working on narrative may invent a story, or tell of something that happened to them.
- Links with other areas of knowledge - tasks send learners beyond the focus area and call on knowledge of other language structures, functions, and vocabulary, or even knowledge of other school or general interest subjects.
- Improvisation and spontaneous use of language - e.g. acting out of situations or discussions based on role cards, visual or textual stimuli where speaking leads to written response.

- Use of personal resources - e.g. in solving a problem, or in relating a language focus to some area of their own experience and expertise.

Both 1 and 2 are assessed by the teacher and either confirm a successful end to work in the topic area, or else lead to further organisation or further development where appropriate.

COMMENTS ON ORGANISATION AND DEVELOPMENT

As teachers, keen to lead able learners through a vast programme of objectives expressed in terms of structures, functions, lexical fields or themes, we tend to focus on completing work within the organisation category. However, while organisation is important in extending **knowledge** of the language (something able learners tend to succeed in), development is vital if we are to extend **ability to use and apply the language.**

DEMONSTRATION LESSON

Participants were given the chance to experience the passage from organisation to development for themselves via a 35-minute French lesson using all four skills. Six people acted as observers during the lesson; no specific task was given to them other than to watch and give their comments at the end.

1. A text was shown on the overhead projector. Participants were asked to copy it down and, as they finished each line, to underline all the words they understood.

2. Each person calculated the number of words they had understood as a percentage of the total text. These scores were called out and traced on a line:

0%----------100%

Results ranged from 97-100 per cent. Up to this point all work had been individual and involved no interaction, so the next instruction was for people to use all means at their disposal to get everyone's score up to 100 per cent.

This led to a peer-teaching phase lasting three to four minutes, after which 100 per cent scores were confirmed.

3. The group was told that their text was, in fact, the text of a song. They were invited to listen to the song on tape while following the words carefully.

After hearing two to three lines of the song, people realised that the text was jumbled (even though stages 1 and 2 had not revealed this), so the tape was stopped and rewound. Instructions were given to listen again, numbering lines.

This second listening revealed the correct order of lines of the song; this was then confirmed collectively on the OHP text where each line was numbered accordingly.

However, this listening also led to the discovery that the chorus of the song was missing from the jumbled text. For the third listening phase, people were asked to listen to the chorus again and note down or try to remember whatever snatches they could. After three playings and much discussion, a partial version of the chorus had been written on the board; at this point the teacher completed the blanks in the text.

4. The group now had a full version of the text of the song *Capitaine Abandonné* by the French group Gold (WEA Records 1985). Attention was drawn to the personal pronouns in the text, *ils* and *tu*. We brainstormed characters which we thought these could refer to, based on comprehension work done on the text. Five main ideas emerged:

ils - *des vieux marins*
des capitaines abandonnés
l'équipe de football anglaise

tu - *l'auditeur*
la petite amie de l'auteur

Working individually, participants chose one of these characters and wrote down five questions they would like to ask them. Instructions were to put questions in the second person, using the *tu* or *vous* form.

5. As questions were ready, people were moved into pairs for interviews using their questions: each person took it in turns to tell their partner who their five questions were for, and then put these to them one by one for their partner to answer spontaneously as that character. Some people worked quickly at this and were able to change partners and repeat the process at least once.

6. People returned to their places and were invited to write down a one-sentence personal conclusion/comment/thought about the song or theme of the song. The activity ended with several participants volunteering to read their sentences to the whole group.

FEEDBACK ON THE DEMONSTRATION LESSON

Participants who had been learners during the song work gave immediate impressions of the experience, and agreed that observers' comments would allow them to change hats and start thinking about what they had been doing from a teacher point of view. Here is a list of the main points in the feedback

Observers

★ individuals did a lot of silent and verbal checking with peers when asked to carry out things on their own;

★ during the copying phase, many people copied down the whole text before underlining words they understood, i.e. they did not follow instructions;

★ the teacher gave short, clear instructions in a calm voice at each stage;

★ there was no teacher correction in the listening phases, but rather a sense that he wanted help in trying to establish the text of the song in collaboration with the class;

★ during the question writing, although the teacher monitored what was being produced, he did not intercede or correct;

★ participation levels were high.

Learners

- ★ surprise at being asked to 'simply copy something down', feeling that they were being duped, initially at least;
- ★ there were a number of comments on the fact that as learners they were being asked to put a lot of trust in a teacher they did not know at all well, since no overall explanation of lesson objectives had been given at the outset;
- ★ many had to check that they were being asked to underline words understood, and not difficult words, during the copying phase;
- ★ some participants felt helped by the fact that the class was carefully staged, so people were required to carry out technically simple tasks at each point;
- ★ no-one felt that their work was not up to standard.

DISCUSSION OF FEEDBACK FROM OBSERVERS AND LEARNERS

It was agreed that copying is an underrated activity which allows people to work at their own speed. It does not matter if learners choose to copy the whole text prior to trying to understand the words, providing the end result is that they carry out instructions. Able learners in particular, but not only able learners, should be given the chance to structure their own work in this way.

Stating objectives at the start of a lesson may be necessary, especially if learners are used to it or expect it. Nevertheless, careful instructions for a structured task are a way of keeping elements of surprise and interest to lessons. Building students' trust in the teacher in this way pays long-term dividends.

The lesson demonstrated how a positive classroom approach can work: having learners look for words they understand rather than those they do not and the inclusion of learner ideas at each stage are important aspects of this. The encouragement of learner creativity, on the basis of something firm such as a text, allows people to do things that they do not suspect themselves to be capable of.

In answer to a direct question as to how one would use the lesson materials and activities differently in a school classroom, I made a number of points about time and quantity.

Stages 1-3 were done in fifteen minutes in the demonstration. In a school classroom it would take forty to sixty minutes with copying out of the full correct text being given for homework.

Stage 4 asked for five questions because time was short; in fact, it is more rewarding and stretching for people to write twenty questions. This would take up a whole class period and involve peer correction, as well as teacher intercession during writing, thus preparing for the oral stage in the next period.

In stage 5, most people had the opportunity to ask their questions just once. It is more enriching for learners to get two or three chances to ask their questions to different partners: they receive different answers each time, and also get to explore characters created by their various partners.

The written response to the song in stage 6 could be a full essay, done in class or given as homework, to be taken up and marked.

Finally, I assured people that even though we had been using activities around a song to consider the question of able learners in the language classroom, the teaching sequence had originally been developed for mixed ability teaching.

CONCLUSION

We came back to the original organisation and development outline from the start of the session and commented on the links between this and the demonstration lesson, restating the need for focus, not just on organisation but also on development activities with all learners we wish to see confidently use as well as know about foreign languages.

Adapting teaching materials for the National Curriculum

Barry Jones

INTRODUCTION

The Initial Advice from the Working Party for Modern Foreign Languages strongly recommends that we allow for learners' intelligence, imagination and own selves to contribute to the learning process.

The emphasis on developing and encouraging creativity in learners clearly requires a number of strategies which will help classroom practice. The suggestions which follow are designed to involve the class, either as a whole or as individuals, in the content of their lessons. They allow for learners to change the ways their language learning is organised, to choose activities which appeal to them personally and to go beyond the functional and transactional to include the emotional, the poetic and the dramatic. The justification for these amendments to existing practice is based on the principle that the more learners participate in decisions about their own learning the more they will be motivated to learn.

STRATEGY ONE

- Start an activity with the learners' own ideas.

1. Mask a picture/photograph, using the overhead projector, and reveal a small part of it. Ask questions like:

   - *what might it be?*
   - *what else do you think is in the picture?*

   Now reveal a little more and ask:

   - *do you still think it is ....?*
   - *who believes it is ....? etc*

2. When teaching colours, add emotions, feelings:

- is this [colour] cold, sad, happy? etc

3. When writing a story, a dream, a horror movie, ask the class to:

   a) think aloud and 'brainstorm' in the foreign language words, ideas, phrases, etc;

   b) draft parts for class discussion; proceed to editing, text manipulation and the use of the word processor for collective writing;

   c) write (part of) the story for homework and then, in class:

      - redraft, revising grammatical features, storyline, etc;
      - consider and decide layout;
      - produce finished version as newspaper article, broadsheet, etc for other classes, groups, schools in UK or abroad to read.

4. Complete speech bubbles super-imposed on cartoons, photographs of known people (e.g. Mrs Thatcher, Mickey Mouse, etc).

5. Create a story around a picture, for example:

   - Use a face and invent a character around it.
   - Use a house and invent a family.
   - Use a cave and invent a monster.

6. Talk to a partner and, by asking questions, find three similarities between your family and your partner's.

   (You will need to practise questions like:
   Ta mère est grande? Ton frère a 13 ans?
   Ta soeur aime le français? etc)

STRATEGY TWO

- Allow learners to decide on teaching techniques.

In reading comprehension, experiment with some of the following and encourage the class to devise other ways of testing comprehension:

1. Teacher reads aloud a text; class reads text silently; teacher and class answer questions on text orally; class writes answers.

2. Same, but with books closed.

3. Teacher gives questions first, then reads text; teacher and class answer questions; class writes answers.

4. Teacher reads aloud a text; class, in groups, writes questions which are answered in the same lesson/next lesson.

5. Class reads a text; teacher answers written questions; class criticises teacher's answers.

6. Class chooses/invents a text; groups devise questions for other groups to answer, etc.

STRATEGY THREE

- Allow learners to choose, at times, between several activities and, if appropriate, to give their opinion about which is preferred.

Look at a picture or set of pictures and:

1. Tell where things are.

2. Match pictures with titles.

3. Group objects into categories of similar/dissimilar kinds.

4. Sequence events/pictures.

5. Rank order.

6. Identify .....

7. Look at the picture(s) and remember .....

8. Look at a picture and tell what happens next/what happened before.

STRATEGY FOUR

- Change the functional and transactional into the poetic and emotional.

1. Write a poem so that the words make shapes (c.f. Apollinaire).

2. Set a description/conversation/transactional dialogue to music, and perform it.

3. Make a rap based on a topic or theme from the textbook/syllabus.

4. Add an emotional content to role play, for example:

   At the service-station, you are:
   - happy
   - sad
   - impatient/in a hurry
   - angry, etc

   NB: These roles are given **in the foreign language** on cards, picked **at random** from a pile by the individuals playing the parts.

5. Add gestures, body language, mime to pairwork/individual speaking activities.

STRATEGY FIVE

- Choose known contexts/sequences when teaching new language so that learners predict content and meaning.

1. List/illustrate/mime the actions (and teach the language) in making a telephone call, a cup of tea, etc.

2. (Re-)order the sequence in a known series of actions:

e.g. having a bath/washing the dog.

3. Use a series of overlays of, for example, the clothes worn by a clown/Asterix/Charlie Chaplin, etc, and ask:

   - *what comes next?*
   - *what's missing? etc*

Add the appropriate overlay as an individual gives the information, **and add a new word**. (Each overlay needs **two** or **three** elements of the picture on it, one simple, known word (e.g. *un chapeau, une bouche*) and a new, unknown word (e.g. *une cravate papillon, un mouchoir*).

STRATEGY SIX

- Ask questions which are not just factual but also reasoning/exploratory; questions which require thought/hypothesising/fantasising/imagining, etc.

1. Show advertisements giving details of a variety of shops. If the learners imagine that they are the shopkeepers, what, from their shops, could they give to the local tombola or as prizes in the local fete?

2. Show a picture/photograph. Ask:

   - *what are the people thinking?*
   - *why are they there?*
   - *who are they?*
   - *what happened before/after this picture was taken? etc*

STRATEGY SEVEN

- Put together a text giving the learners some control over the outcome.

1. Cut a text vertically, show one half of the text and ask the class to say what is missing.

NB: A cut near the left-hand margin leaves more for the learner to invent, while a cut near the right-hand margin keeps the text reconstruction more in the teacher's control!

2. Cut a number of adverts (containing text and pictures) or pictures vertically in half, mount on card and give out. The learners have to find their 'other half'.

3. Give the **title** of a text. The class then predicts/discusses:

   a) what it might be about;
   b) what they know about the topic;
   c) what words might be used.

   Then give unnumbered paragraphs/sections of the text to different groups in the room. Each group guesses what might come next and what comes before. Collect in all the sections distributed previously. Take **one** person from each group and form new groups. Ask the new groups to reconstruct the whole text. Now give out the original, complete version for groups to check their reconstructions.

4. Assemble a text from fragments given.

   Example:
   - From torn pages.
   - With beginnings/endings missing.
   - With words tippexed out.
   - With parts water stained and illegible;
   - With parts burnt/charred in a 'disastrous fire'.

STRATEGY EIGHT

- Allow free voluntary reading.

1. Provide access to books, magazines.

2. Learners read when they see teachers read.

3. Choose light reading; comics, puzzles, 'how to make' instructions, magazines, newspapers, letters etc produced by other age groups in school (maybe wordprocessed).

4. Provide books with accompanying audio-cassette (made by Assistant, link or exchange school etc).

Cf. *Reading for pleasure in a foreign language* by Ann Swarbrick, CILT 1990 (Pathfinder Series 2).

STRATEGY NINE

- Put meaning and the personal element into meaningless activities.

1. Contradiction dictation

   Teacher reads a dictation, invented by him/herself. Class write verbatim only the statements with which they agree and change the parts with which they disagree.

   E.g. *Les filles dans cette classe sont beaucoup plus intelligentes que les garçons. Les garçons sont plus gentils et beaucoup plus forts en français ....*

   (Idea adapted from Mario Rinvolucri.)

2. Race dictation

   Class is divided into two teams. Each team member runs to the front, receives from the teacher a dictated instruction, writes it down on a slip of paper, runs back to the next team member who carries out the instruction and in turn runs to the teacher to receive the next dictated instruction, and so on.

   (Apologies for adapting an idea from James Burch.)

STRATEGY TEN

- Turn a series of unrelated activities into a interrelated dramatic entity.

1. Imagine you are making a horror film .....

   a) The class begins the story from sound effect cues.
   b) Teacher reads episode 2; class decides on sound/visual effects - e.g.

      - shall we have the door creaking here?
      - where shall we put the footsteps?

   c) Class makes up dialogues between 'heroine and the monster' for episode 3.

   d) Groups devise mimes for episode 4.

   e) Teacher scripts episode 5 and learners decide how to read aloud the lines, prior to recording.

   f) Learners decide on ending.

2. Imagine you are making a TV programme about your (nearest) town.

   a) Devise a 'welcome to .....', introduction.

   b) Conduct short interviews in class with 'tourists' who give 'first impressions':

      - La première chose que j'ai vue était....
      - J'adore les magasins, les parcs, le temps.
      - Je n'ai pas aimé ...., etc.

   c) Put seats in two rows to resemble seats in a bus. Class sits in seats and starts a tour around the town giving a commentary as the bus goes on its imaginary journey.

   Examples:

   - A gauche vous voyez ....'
   - 'Savez-vous que ....'
   - 'N'oubliez pas de visiter ....'
   - 'Voilà le plus grand ....'
   - 'Voilà le bureau de Mr Kennedy'
   - 'Madame Hutchins est tombée là, la semaine dernière ....'

Developing materials for creative teaching

Group sessions 2 and 3

THE TASK

The second and third group sessions aimed to adapt the ideas set out by the three speakers (see above) and to develop exemplar materials suitable for use with a wide range of abilities. Each of the seven groups was given some typical mainstream materials - from *Tricolore, Arc en Ciel* and *Deutsch Heute*, as well as from Graded Objectives schemes - and was asked to adapt them for use in teaching a typical mid-course topic. In the event only one group made extensive use of the materials provided. The others preferred to consider ways of developing different - usually more pupil-centred - types of material.

The typical problems faced by groups when dealing with published materials were:

- The virtual impossibility of relating the topic to pupil interests, or involving pupils in negotiating the content of the unit.

- The disjointed nature of the examples.

- The intrinsic lack of interest in many of the themes as presented.

- The rigidity of the format.

- The difficulty of presentation to the less able pupil.

These problems relate to published materials in general and are in no way specific to the examples chosen. Furthermore, we are well aware that published sources are, and will remain invaluable aids to good teaching. It might, however, be hoped that in order to support the development of language teaching within the National Curriculum, publishers would look towards a more flexible approach to printed materials - one that would permit greater teacher and pupil control of the content.

GROUP 1. SCHOOL

Suggested activities (brainstorming session)

Easy:
Simplified worksheets
GRIDS
Labelling rooms/subjects
Matching words and visuals
1 or 2 structure information gap

Extended:
Ideal school/teacher/day/menu, etc
Fully IT school (robot school)
OHP overlays for teacher/uniform/building (cf clown)
Clubs and sports
Opinion sharing
Jigsaw reading/listening
Guide to the school
Sondages, e.g. uniform/subjects/homework
Make a video programme to send to link school
School magazine in FL (creative use of IT)
Interview staff
Describe staff
Rogues' gallery
School reports (imaginary or fictional characters)
Rules: debate/imagine
Imaginary lateness/absence excuses
Role play: interview with Head/parents of problem pupil
Treasure hunt with taped clues
Candid camera
Predictive reading
Poems
Songs
Jingles

Exploiting *Tricolore

UNIT 4.5 (pp 142-151)

- Use text and vocabulary to make as many labels as possible. Using directions, pupils could send partners off to stick them up around the school (this needs pre-arranging).

- Groups to produce plan of school and labels. These can be placed on the plan via various games (activities!) such as pairs, dice, etc.

- Class timetable for wall display. Subjects can be stuck on, having been previously copied as labels. Individuals can produce their own timetable for the wall (or with a blank, interview each other to fill in the gaps).

- *Sondage* for most popular subject (via pair work, reporting back to class and producing class survey/bar chart, etc).

- Recording for class audio-exchanges. *Ma semaine* - monologue/interview. *Notre école - interprète* for the Head, etc.

LE PETIT NICOLAS (p 145)

- A number of sketches, with or without text, telling the story to be placed in order.

- Pictures in order, but requiring the correct labels/text.

- Pictures with bubbles requiring filling.

- Report by inspecteur on his visit (could be done on pre-prepared pro forma).

- Story recounted from point of view of *Clotaire/la Maîtresse*, etc.

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* *Tricolore* by Sylvia Honnor, Ron Holt, Heather Mascie-Taylor. Thomas Nelson. Originally published by E J Arnold in association with the Nuffield Foundation. 1980 onwards.

4·5 La vie scolaire

Projets de demain

Chez les Bresson, Suzanne et Linda parlent des projets pour le lendemain.

Suzanne: Tu viens au collège avec moi, n'est-ce pas, Linda?

Linda: Oui, je veux bien. Tes cours commencent à quelle heure?

Suzanne: A huit heures.

Linda: C'est vrai? C'est plus tôt que chez nous! Chez nous les cours commencent à neuf heures. Il faut se lever à quelle heure alors?

Suzanne: Vers sept heures. Nous devons partir à huit heures moins vingt au plus tard.

Linda: D'accord. Qu'est-ce que tu as comme cours, demain?

Suzanne: Demain, c'est vendredi. Tiens, on commence avec l'anglais, ensuite il y a allemand, puis sciences physiques et en fin de matinée E.P.S.

Linda: Qu'est-ce que c'est?

Suzanne: C'est éducation physique et sportive. On fera de la gymnastique, je pense.

Linda: A midi, on mange au collège?

Suzanne: Oui, on mangera à la cantine.

Linda: Et l'après-midi, qu'est-ce que tu as?

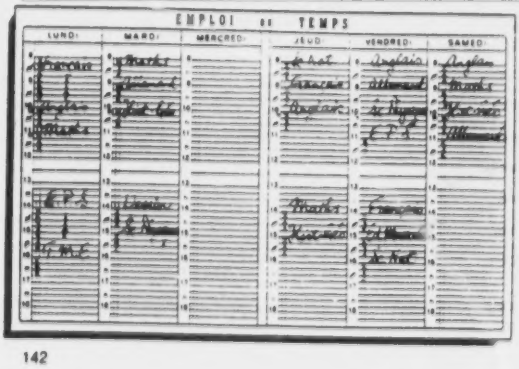
Suzanne: J'ai français, éducation musicale et sciences nat.

Linda: Et on finit à quelle heure?

Suzanne: A dix-sept heures.

Linda: Ça fait long comme journée. Chez nous, on finit à quatre heures.

Suzanne: Oui, nous aussi, de temps en temps. Mais regarde, vendredi c'est la journée la plus chargée. T'as bien choisi, au fait!



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Voilà l'emploi du temps de Suzanne. Elle est en troisième.

1. Combien de matières différentes fait-elle?
2. Qu'est-ce qu'elle étudie comme langues vivantes?
3. Elle a combien d'heures d'anglais par semaine?
4. Quel est son premier cours, le lundi?
5. Quel est son dernier cours, le samedi?
6. Elle finit à quelle heure, le mardi?
7. A votre avis, quelle est sa meilleure journée? (A part le mercredi, bien sûr!)
8. Quelle est sa plus mauvaise journée?

LE PETIT NICOLAS

Le petit Nicolas, un des livres les plus appréciés des jeunes et des adultes en France, raconte l'histoire d'un petit garçon, de ses amis, de ses aventures à l'école et en famille. En voilà un extrait.

On a eu l'inspecteur

La maîtresse est entrée en classe toute nerveuse. «M. l'inspecteur est dans l'école, elle nous a dit, je compte sur vous pour être sages et faire une bonne impression.» Nous on a promis qu'on se tiendrait bien, d'ailleurs, la maîtresse a tort de s'inquiéter, nous sommes presque toujours sages. «Je vous signale, a dit la maîtresse, que c'est un nouvel inspecteur, l'ancien était déjà habitué à vous, mais il a pris sa retraite...» Et puis, la maîtresse nous a fait des tas et des tas de recommandations, elle nous a défendu de parler sans être interrogés, de rire sans sa permission, elle nous a demandé de ne pas laisser tomber des billes comme la dernière fois que l'inspecteur est venu et qu'il s'est retrouvé par terre, elle a demandé à Alceste de cesser de manger quand l'inspecteur serait là et elle a dit à Clotaire, qui est le dernier de la classe, de ne pas se faire remarquer. Quelquefois je me demande si la maîtresse ne nous prend pas pour des guignols. Mais, comme on l'aime bien, la maîtresse, on lui a promis tout ce qu'elle a voulu. La maîtresse a regardé pour voir si la classe et nous nous étions bien propres et elle a dit que la classe était plus propre que certains d'entre nous. Et puis, elle a demandé à Agnan, qui est le premier de la classe et le chouchou, de mettre de l'encre dans les encriers, au cas où l'inspecteur voudrait nous faire une dictée. Agnan a pris la grande bouteille d'encre et il allait commencer à verser dans les encriers du premier banc, là où sont assis Cyrille et Joachim, quand quelqu'un a crié: «Voilà l'inspecteur!» Agnan a eu tellement peur qu'il a renversé de l'encre partout sur le banc. C'était une blague, l'inspecteur n'était pas là et la maîtresse était très fâchée. «Je vous ai vu, Clotaire, elle a dit. C'est vous l'auteur de cette plaisanterie stupide. Allez au piquet!» Clotaire s'est mis à pleurer, il a dit que s'il allait au piquet, il allait se faire remarquer et l'inspecteur allait lui poser des tas de questions et lui il ne savait rien et il allait se mettre à pleurer et que ce n'était pas une blague, qu'il avait vu l'inspecteur passer dans la cour avec le directeur et comme c'était vrai, la maîtresse a dit que bon, ça allait pour cette fois-ci. Ce qui était embêtant, c'est que le premier banc était tout plein d'encre, la maîtresse a dit alors qu'il fallait passer ce banc au dernier rang. On s'est mis au travail et ça a été une drôle d'affaire, parce qu'il fallait remuer tous les bancs et on s'amusait bien et l'inspecteur est entré avec le directeur.

On n'a pas eu à se lever, parce qu'on était tous debout, et, tout le monde avait l'air bien étonné. «Ce sont les petits, ils... ils sont un peu dissipés» a dit le directeur. «Je vois, a dit l'inspecteur, asseyez-vous, mes enfants.» On s'est tous assis, et, comme nous avions retourné leur banc pour le changer de place, Cyrille et Joachim tournaient le dos au tableau. L'inspecteur a regardé la maîtresse et il lui a demandé si ces deux élèves étaient toujours placés comme ça. La maîtresse a murmuré «Un petit incident....» L'inspecteur n'avait pas l'air très content, il avait de gros sourcils, tout près des yeux. «Il faut avoir un peu d'autorité, il a dit. Allons, mes enfants, mettez ce banc à sa place.» On s'est tous levés et l'inspecteur s'est mis à crier: «Pas tous à la fois: vous deux seulement!» Cyrille et Joachim ont retourné le banc et se sont assis. L'inspecteur a fait un sourire et il a appuyé ses mains sur le banc. «Bien, il a dit, que faisiez-vous ce matin, avant mon arrivée?» «On changeait le banc de place» a répondu Cyrille. «Ne parlons plus de ce banc! a crié l'inspecteur, qui avait l'air d'être nerveux. Et d'abord, pourquoi changiez-vous ce banc de place?» «A cause de l'encre» a dit Joachim. «L'encre?» a demandé l'inspecteur et il a regardé ses mains qui étaient toutes bleues. L'inspecteur a fait un gros soupir et il a essuyé ses doigts avec un mouchoir.

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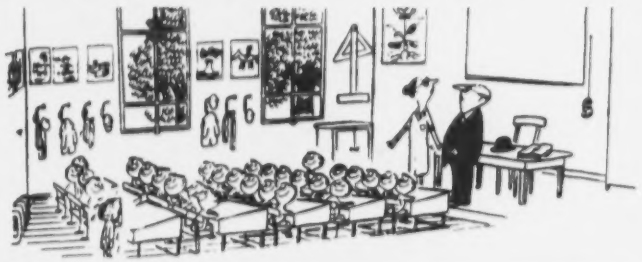
Nous, on a vu que l'inspecteur, la maîtresse et le directeur n'avaient pas l'air de rigoler. On a décidé d'être drôlement sages.

«Vous avez, je vois, quelques ennuis avec la discipline» a dit l'inspecteur à la maîtresse, et puis, il s'est tourné vers nous, avec un grand sourire et il a éloigné ses sourcils de ses yeux. «Mes enfants, je veux être votre ami. Il ne faut pas avoir peur de moi, je sais que vous aimez vous amuser, et, moi aussi, j'aime bien rire. D'ailleurs, tenez, vous connaissez l'histoire des deux sourds: un sourd dit à l'autre: tu vas à la pêche? et l'autre dit: non, je vais à la pêche. Alors le premier dit: ah bon, je croyais que tu allais à la pêche.» C'est dommage que la maîtresse nous ait défendu de rire sans sa permission, parce qu'on a eu un mal fou à se retenir. Moi, je vais raconter l'histoire ce soir à papa, ça va le faire rigoler, je suis sûr qu'il ne la connaît pas. L'inspecteur, qui n'avait besoin de la permission de personne, a beaucoup ri, mais comme il a vu que personne ne disait rien dans la classe, il a remis ses sourcils en place, il a toussé et il a dit: «Bon, assez ri, au travail.» «Nous étions en train d'étudier les fables, a dit la maîtresse, *Le Corbeau et le Renard*.» «Parfait, parfait, a dit l'inspecteur, eh bien, continuez.» La maîtresse a fait semblant de chercher au hasard dans la classe, et puis, elle a montré Agnan du doigt: «Vous, Agnan, récitez-nous la fable.» Mais l'inspecteur a levé la main. «Vous permettez?» il a dit à la maîtresse, et puis, il a montré Clotaire. «Vous, là-bas, dans le fond, récitez-moi cette fable.» Clotaire a ouvert la bouche et il s'est mis à pleurer. «Mais, qu'est-ce qu'il a?» a demandé l'inspecteur. La maîtresse a dit qu'il fallait excuser Clotaire, qu'il était très timide, alors, c'est Rufus qui a été interrogé. Rufus c'est un copain, et son papa, il est agent de police. Rufus a dit qu'il ne connaissait pas la fable par cœur, mais qu'il savait à peu près de quoi il s'agissait et il a commencé à expliquer que c'était l'histoire d'un corbeau qui tenait dans son bec un roquefort. «Un roquefort?» a demandé l'inspecteur, qui avait l'air de plus en plus étonné. «Mais non, a dit Alceste, c'était un camembert.» «Pas du tout, a dit Rufus, le camembert, le corbeau il n'aurait pas pu le tenir dans son bec, ça coule et puis ça sent pas bon!» «Ça sent pas bon, mais c'est chouette à manger, a répondu Alceste. Et puis, ça ne veut rien dire, le savon ça sent bon, mais c'est très mauvais à manger, j'ai essayé, une fois.» «Bah! a dit Rufus, tu es bête.» Et ils se sont battus.

Tout le monde était levé et criait, sauf Clotaire qui pleurait toujours dans son coin et Agnan qui était allé au tableau et qui récitait *Le Corbeau et le Renard*. La maîtresse, l'inspecteur et le directeur criaient «Assez!» On a tous bien rigolé.

Quand ça s'est arrêté et que tout le monde s'est assis, l'inspecteur a sorti son mouchoir et il s'est essuyé la figure, il s'est mis de l'encre partout.

L'inspecteur s'est approché de la maîtresse et il lui a serré la main. «Vous avez toute ma sympathie, Mademoiselle. Continuez! Courage! Bravo!» Et il est parti, très vite, avec le directeur.



la retraite	*retirement*	**étonné**	*astonished*
une bille	*marble*	**dissipé**	*inattentive*
se faire remarquer	*to make oneself noticed*	**un sourcil**	*eyebrow*
le chouchou	*teacher's pet*	**un sourire**	*smile*
l'encre (f)	*ink*	**un soupir**	*sigh*
verser	*to pour*	**rigoler**	*to laugh*
un encrier	*ink well*	**un ennui**	*problem*
une blague	*joke*	**sourd**	*deaf*
une plaisanterie	*joke*	**le corbeau**	*crow*
aller au piquet	*to go to the corner*	**le renard**	*fox*
embêtant	*annoying*	**par cœur**	*by heart*
une drôle d'affaire	*a funny business*	**s'agir de**	*to be about, a matter of*
remuer	*to move*	**un bec**	*beak*

Extrait de «Le Petit Nicolas» de Sempé & Goscinny. © Editions Denoël

Une lettre à écrire

Voilà la lettre d'un jeune Anglais à son correspondant français. Pouvez-vous écrire une lettre comme celle-ci où vous décrivez votre vie scolaire? N'oubliez pas de poser quelques questions.

Norwich, le 6 avril

Cher Jean-Luc,

Merci beaucoup pour ta dernière lettre. Tu me poses beaucoup de questions sur la vie scolaire en Angleterre et sur mon école. Je vais essayer de te répondre.

Je vais à une école mixte pour des élèves de 11 à 18 ans. Il y a environ 2000 élèves en tout. Je suis en 'fourth year.' Ça correspond à la 'troisième' en France, n'est-ce pas?

Cette année, je ne fais plus toutes les matières. Je me suis orienté vers les sciences et j'ai laissé tomber la géographie et l'espagnol.

Mes matières préférées sont la physique, la chimie et l'informatique. Au fait, nous avons un club d'informatique à l'école. On prépare des programmes pour un micro-ordinateur. C'est très intéressant. Est-ce qu'il y a des clubs et des sociétés à ton école?

Chez nous les cours commencent à neuf heures dix le matin, mais il faut être à l'école à neuf heures moins cinq. Nous avons huit cours par jour et ils durent environ quarante minutes. L'école finit à quatre heures moins dix.

A midi, on peut manger à la cantine ou rentrer chez soi ou manger des sandwiches. Moi, j'apporte des sandwiches.

Comme sports, on joue au football et au rugby en hiver et au cricket et au tennis en été. Il y a un gymnase, mais il n'y a pas de piscine.

Comme tu t'intéresses au sport, je t'envoie un magazine anglais sur le rugby. Si tu peux m'envoyer un magazine sur l'informatique ou sur les sciences, je serai très content.

A bientôt,

Peter

149

BEST COPY AVAILABLE

- Role play interview of *la Maîtresse, L'Inspecteur, les enfants* etc.

- Start with a real French lesson learning *Le Corbeau et le Renard* by La Fontaine.

- Predictive reading exercise - key sections chosen from page 145 *Tricolore 4A* written on OHP. Sentences revealed slowly. Teacher asks pupils to imagine what happens next. E.g. *La Maîtresse est entrée en classe toute nerveuse*. Teacher asks *Pourquoi?*

- Page 145 from *'Voilà l'Inspecteur'* to *'avec un mouchoir'* - text divided into sections and cut up onto card. Pupils to re-arrange story into correct order. (Could use *Fun With Texts* for this or several other activities to play with the text).
  Follow-up to C for fast finishers. They write what else could go wrong in the class.

- Comprehension questions on the rest of the text page 146 based on inferential comprehension and understanding of attitudes, e.g. *L'Inspecteur a-t-il le sens de l'humour?*

- Personal response questions, e.g. *Agnan vous est-il sympathique? Pourquoi (pas)? Ce système d'inspection, est-il utile à votre avis? Pourquoi (pas)?*

UNE LETTRE À ÉCRIRE (p 149)

Preparatory to proposed activity on page 149

- Gapped version:

  - Missing words in box;
  - With no words given;
  - With sentences removed.

- Find the French for .....

- Split and mix up paragraphs.

- Minimal difference version.

EMPLOI DU TEMPS (p 142)

- Use the foreign language assistant.

  Send a pupil or two to the foyer to 'collect' the French guest. Every time he/she walks past a room he/she asks the pupils what subject is taught there.
  OR
  In class the foreign language assistant asks the teacher questions about his/her timetable (or vice versa) and pupils listen. The pupils are then questioned to check comprehension.

- Use the timetable on page 142 but blank out Friday.

  Pupils have to listen to tape without looking at tapescript (p 142) and fill in Friday's timetable.

- Photocopy and enlarge text page 142. Cut up into 17 different speeches; pupils have to sort into order. Play tape to check order.

★ Take important paragraph and cover up certain words, e.g. 'dogs', 'footprints'. Pupils predict what they should be.

★ Pupils substitute own information at relevant places, e.g. *tes cours commencent à neuf heures;* they change to *à dix heures.*

★ Pupils make up ideal timetable. Group A writes in timetable for *lundi, mardi, mercredi.* Group B writes in timetable for *jeudi, vendredi, samedi.* Pupils do oral information gap activity.
  Survey (Database) on ideal school uniform. Pupils design and illustrate their own. OR: same idea for school meals.

LISTENING TASK TRANSCRIPT

Lynda et Florence sont au café et discutent de leur vie scolaire.

Lynda: *C'est comment ton lycée?*
Florence: *C'est super!*
Lynda: *Il y a combien d'élèves?*
Florence: *Ma foi, 200 - 250 ché pas, moi!*
Lynda: *Ils ont quel âge?*
Florence: *Entre 14 et 18 ans.*
Lynda: *Il y a des filles et des garçons?*
Florence: *Ben, bien sûr voyons, heureusement!*
Lynda: *T'es en quelle classe?*
Florence: *En seconde C.*
Lynda: *Tu fais quelles matières?*
Florence: *Un peu de tout.*
Lynda: *Tu n'as pas de choix?*
Florence: *Oui bien sûr, j'ai gardé le latin mais j'ai laissé tomber le dessin parce que je suis nulle et je déteste ça.*
Lynda: *Quelles sont tes matières préférées?*
Florence: *Bof! J'adore les maths, j'aime bien la gym, l'informatique c'est pas mal.*
Lynda: *Et l'anglais? Tu aimes?*
Florence: *Non, pas trop.*
Lynda: *Pourtant tu parles bien.*
Florence: *Oui, je sais mais c'est trop facile. C'est ennuyeux.*
Lynda: *Tu commences à quelle heure?*
Florence: *Ben, ça dépend... des fois à huit heures, des fois à neuf heures et même à dix heures.*
Lynda: *Ah bon! Et tu vas à l'école tous les jours?*
Florence: *Bien sûr que non, le mercredi je suis libre. Je vais à la maison des jeunes ou chez des copains s'il y a une boum.*
Lynda: *Tu manges à la cantine?*
Florence: *Oh non! Ça ne risque pas! C'est infecte! Je rentre à la maison.*
Lynda: *Tu fais du sport à l'école?*
Florence: *On est obligé. Je fais du basket, du hand et de l'athlétisme.*
Lynda: *Tu vas à la piscine?*
Florence: *Non, je n'aime pas l'odeur. Je préfère aller à la plage. Zut! Quelle heure est-il? Ma mère va me tuer. Il faut que je rentre.*

LISTENING EXPLOITATION

* Level 1

Listen to the tape. Note down the following:

a) size of school;
b) age of pupils;
c) options;
d) her favourite subjects;
e) times of school day;
f) her day off;
g) what is said about school dinners;
h) what sports are done.

** Level 2

a) does she like school?
b) would she prefer to be in a single sex school?
c) what year is she in?
d) what has she dropped and why?
e) why doesn't she like English?
f) how does she spend Wednesdays?
g) what is wrong with the school canteen?
h) is sport optional?
i) why doesn't she like swimming pools?

Compare this school with the details in the letter on page 149 of *Tricolore* 4A.

* Level 1 in English
** Level 2 in French

GROUP 2. SCHOOL

Brainstormed activities

School

- introduce vocabulary with True/False, e.g. Mrs X teaches Y, etc;
- mime subject to reinforce vocabulary;
- general questions about school: how far is it from home?
- *Lieblingsfach*: usual survey, but devise own questions at different levels and present results in barcharts/piecharts, etc;
- *Lernexpress* video (R. McNab): tick/cross likes/dislikes according to facial expressions;
- cassette link: questions about another school;
- photographs of classrooms around the school to describe different rooms;
- compare timetables and present findings;
- handwritten letter: the typed 'way in', matching phrases; our school;
- their school: re-arranging + pros and cons;
- interview assistant;
- prepare school brochure + cassette to send to link/European school;
- advert/poster/picture: what is it?
- a school which they know and like/dislike;
- how many schools in the area do they know?
- design a best and worst school day;
- plan of school: on my route through the school day, I pass...;
- ideal/design school;
- ridiculous activities in 'wrong' rooms;
- showing visitor round.

Audio materials - *'Kopfhörer Auf'* (Nelson)
Nick geht mit in die Schule

Situation - English pupil visits German school with his partner Alex. Nick negotiates which lessons he will go to either with Alex or with another pupil, Anja.

NB: Before listening to the tape, deal with names of lessons, order of school day, basic opinions.
(Ich finde... interessant/doof/usw)

- Checklist of subjects including redundant lessons.

Tick as each subject is mentioned.

- Anja's timetable with two lessons missing (those Nick goes to). Fill in missing lessons. Alex's timetable with lessons Nick goes to. Which lessons does Nick avoid?

- Imagine **you** are Nick. Which lessons would you choose to go to?

- Extract from text (p 35 top) ...*'furchtbar'*
  Gap-filling - focus on opinions and subject names.
  Omit all shortened names.
  Mathe - Geschi - Bio - Erde - Reli
  langweilig furchtbar

  Pause (lst gap)

  Words arranged around edge

- List subjects opinions

  Join up

Deutsch	*gut*
Mathe	*furchtbar*
Englisch	*interessant*
Geschichte	*langweilig*
Kunst	*toll*
Biologie	*prima*
Religion	*blöd*
Latein	*doof*
Erdkunde	*dumm*

  Pupils should (a) link up *Geschichte* and *Latein* with opinions given and (b) link other subjects to a **positive** or **negative** opinion where appropriate.

- Speech bubbles from Nick.
  Consider which subjects Nick chose to go to. What might he have said?

'Geschichte interessiert mich nicht'
'Latein finde ich furchtbar'
'Ich mache gern Mathe'
'Kunst mag ich überhaupt nicht'
'Ich mache lieber Deutsch als Geschichte'

- Move to speaking

  Information gap speaking tasks on timetable.

  Aim: to enable pupils to express their own ideas in written form about their school environment.

  It is assumed that they have already acquired the necessary language to talk about:

  school life;
  likes and dislikes;
  days and times;
  methods of transport;
  leisure and sporting activities.

Writing

OBJECTIVES

To produce a brochure about the school.
To enable pupils to enter data on a base.
To develop wordprocessing and text manipulation skills.

SUGGESTED ACTIVITIES [not necessarily in this order!]

- Fill in information on an incomplete database provided by teacher. The degree of incompletion can vary between complete absence of a field-list to one which could include some words which show only the first two letters and/or some complete words. The activity can be replicated in handwritten form if necessary.

- Text manipulation
  Input can be an authentic source, e.g. pupil-generated - cassette, electronic mail, letter, video.

  Teachers should avoid (where possible) dictating the content; it should be pupil-generated.

  Text: teacher or pupils can enter text onto *Fun With Texts*, using the following options :

  - *Textsalat* - jumbling up text, pupil reorders.
  - Copywrite (easy) - cloze exercise.
  - Copywrite (hard).

- Pupils work in each other's text (FWT). Opportunity to develop further ideas from other pupil's ideas.

- General feedback - board/chart/etc.
  Best ideas for brochure: + logo? + photo/illustration?
  Ask what **they** would look for in a brochure. How to liven it up? Cartoons?
  Produce brochure by desk-top publishing.

Extension (final phase)

OBJECTIVE

Teacher: to raise **cultural awareness**.
Pupil: to use what they know and what they can find out in order to create.

Task: production of poster/collage to attract pupils to supra-national school of their own creation.

MATERIALS

paper (A4) cut up and numbered
pritt sticks etc
scissors

Goethe-Institut posters, *Bildungssystem BRD*
Jugendmagazin
colour magazines (any language)
poster paper
cassette player

Starting point 'Now you know everything' - Review/semenel phase.
Teacher-instigated, pupil-led, group/pair/individual open-ended task appropriate across ability range.

PROCEDURE

1. Pupils in groups each (in private) write two statements on *Schule* in German or English (*Spielregel*: don't mention 'German' or 'English'). Sentence used as appropriate to ability, written on numbered papers distributed by teacher.

2. Papers collected and reshuffled.

3. Papers redistributed. Categorised and marked: E = English system, D = German system, B = both, ? = ?.

4. Pupils group sentences and display below prepared headings, thus creating their own resource/information.

5. Discussion of ?s.

6. Teacher adds to resource with EXTRA - new categories not known in advance to pupils, e.g. *Privatschule, hitzefrei*, etc.

7. In groups or pairs or individually, making use of all resources/ information, pupils complete task.

GROUP 3. ACCOMMODATION

'L'Hôtel mysterieux

Aim

Develop understanding and active use of language concerned with finding and reserving accommodation and dealing with problems. Revise personal contact/description. Introduce pupils to a range of resources and materials using all four skills and involve them in problem solving and creative language use.

Framework

A fantasy situation - detective story set in *'l'hôtel mysterieux'*. Teacher creates context within which pupils suggest parameters - characters, development of plot, dénouement, etc.

'Nous allons créer une histoire d'horreur...vous arrivez à un hôtel qui fait peur... Pourquoi?'

'À vous de décider ce qui fait peur dans cet hôtel... Il est comment? Qui occupe quelle chambre...?'

Process

a) Build hotel step by step, using OHP overlays - furniture, lay out.

b) Decide on characters in each room.

c) Decide on reaction of detective.

d) Organise entry of detective into hotel (passwords?).
Interviews (reading clues, register, bills).

e) Relationships between characters.

This gives a STORYLINE as follows:

Chapitre 1. *L'Hôtel:* Description of lay out, etc.

Chapitre 2. *Le message:* Taped message from *La Grandmère* (see below). *Extraits de journaux...*

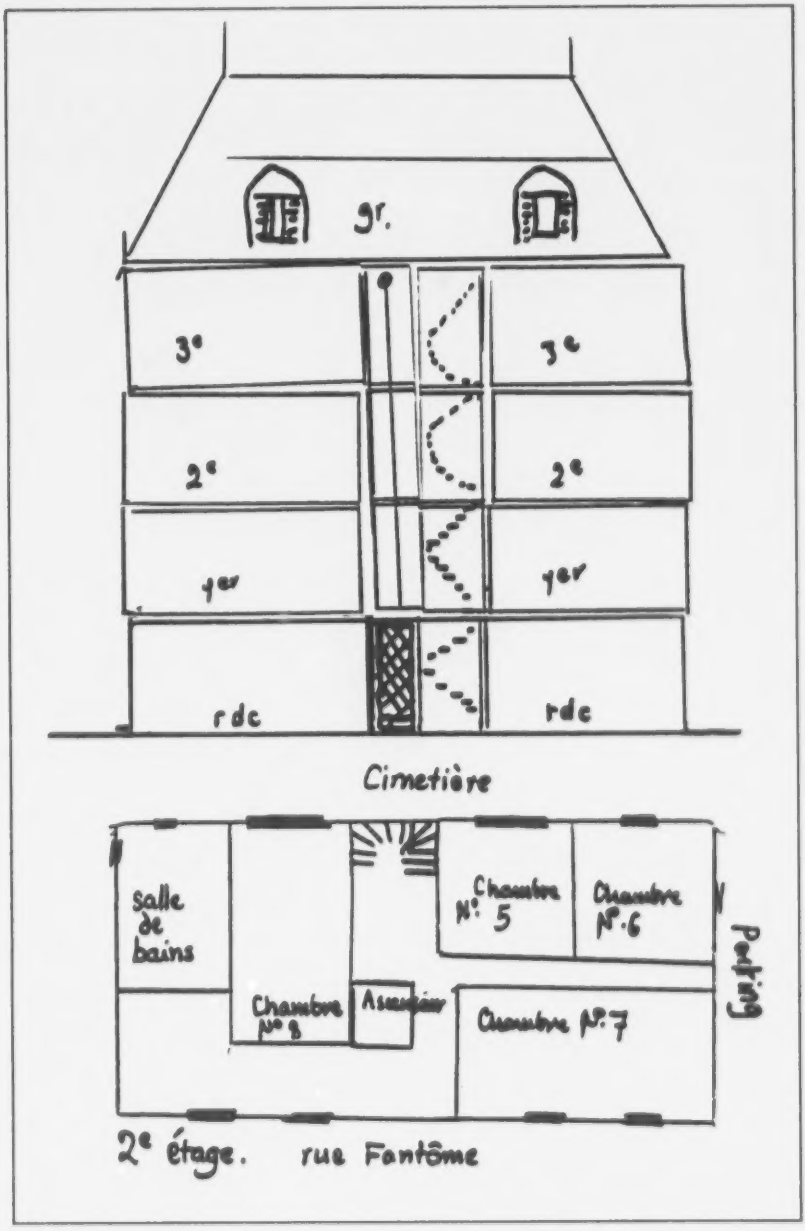
Chapitre 3. *Les habitants*: Group work to decide on and describe inhabitants and their relationships (cf. *'L'immeuble' de Francis Debyser).*

Chapitre 4. *L'arrivée du détective:* Reception - role-play; letters (clues); reservations, bills.

Chapitre 5. *L'Enquète: More clues* (songs, articles, stories by inhabitants...), *Jeu de cluedo...*

Chapitre 6. *Le dénouement.*

FINAL OBJECTIVE: complete story of what has happened; spoken, written, foreign language or mother tongue.


gr.
3e
3e
2e
2e
1er
1er
rdc
rdc
Cimetière
salle de bains
Chambre Nº 5
Chambre Nº.6
Chambre Nº 8
Ascenseur
Chambre Nº.7
Parking
2e étage. rue Fantôme

Methods and materials

The framework provides almost endless possibilities. For example:

Negotiation	-	whole class decide nature of hotel;
Information sorting	-	packs of 'clues' from old lady's drawer;
Information gaps	-	interviewing other inhabitants (tables), building up a picture of who was where and when.

Materials can include: printed/published work (bills, for example, in *Tricolore*), realia, newspaper cuttings, tapes made by teacher/pupil/FLA, songs, drawings and OHPs.
E.g.:

★ OHP with overlays of hotel (any number of floors, rooms etc can be flown in) (see p 70).

★ Cards with furniture (name on back) for group vocabulary games (and cluedo...).

★ Tape of *Grandmère* - a key clue, but also happens to introduce vocabulary!

'Allo, c'est bien l'Agence de détectives Dupont? Je m'appelle Benedicte de la Tour et j'ai 96 ans. Je suis née ici a l'hôtel Sans Souci. C'est un hôtel tres vieux... il n'y a pas beaucoup de chambres... chambres mais mais Ah oui. Ma chambre... Je ne peux pas sortir de ma chambre parce que'elle est fermée à clé tout le temps. Je suis ici depuis 50 ans. Ma fenêtre elle donne sur le cimitière... et puis et puis tu sais nous avons un ascenseur ici mais... il ne marche pas... C'est bizarre... il n'a jamais marché...

(et ainsi de suite jusqu'à...)

Samedi dernier j'ai vu... (bruit de clé dans la serrure... le télephone se raccroche.)

GROUP 4. GETTING AROUND

Aim

To produce an information package for your link school about ways of getting around in your home town and its immediate surroundings, in response to a similar package received from them.

Initially, pupils will unpack the materials, examine, read, listen, discuss and select. They will be aware of, and fully prepared for the task even before the materials are delivered. Pupils will be encouraged to give explanations to others and to the teacher about the materials. The teacher (and the assistant where possible) will use the target language at a level appropriate to individuals. Pupils will work in groups, pairs or individually. The teacher will help rather than direct.

This task lends itself to assessment through teacher observation and pupil evaluation.

The package

contents... (suggestions)

★ Getting to school - giving opinions, transport preferences/dislikes (e.g. letters, cassettes).

★ Methods of transport - comparisons: solution, cost, health, speed, availability (e.g. magazine survey, radio report on cassette).

★ Information (database) on range of topics, local train/bus times, opening/closing times/dates of places of interest, advisable terms of transport, costs (e.g. database program).

★ Your rights (*vos droits*) on the road (e.g. cassette, video, information sheet with symbols).

★ Opinion poll - e.g. traffic (heavy, through towns), favourite means of transport (e.g. a chart).

★ Photo or video report - local transport.

★ Suggestions for a day out - what and how to get there (e.g. letters).

★ Sports - local events, facilities, motocross, *vélocross* (e.g. brochure, newspaper reports, advertisements, cassettes/letters giving details of a visit to a sporting event, pictures/photos accompanied by comments/opinions).

GROUP 5. THE FAMILY

'It's not always the material, it's what you do with it!'

Problems

The example provided (Tricolore 4) was rather restrictive. There were problems of realism and its interest value - especially for the less able. What follows is therefore an alternative approach.

Family - soap opera

★ Initial input: an OHP with pictures of cast of e.g. Neighbours, question and answer using reveal technique (see Barry Jones example 1, p 44); development of family relationships etc, guessing games, Q&ANS session; create characters.

★ Write chapter (able for less able, as group activity); group role play activity. An on-going activity; a new mini episode every few weeks to include other topics. Can be produced using IT, possible use of satellite stimulus. Cross-curricular themes, independence pupil-centred.

★ Less able can produce *'bande dessiné'* using drawings or pictures (cut up from magazines), this can be display material for on-going reading complete with other groups as well.

★ Listening material: adapt available commercial material, use assistant, taped exchange material, pupil-produced tapes/video of mini-dialogues produced as part of work.

★ Possibilities of open-ended extension and development to include topics of interest to pupils, current affairs, etc.

Other ideas for activities

★ presentation.. *'on dit (famille) ...et je vois...*;
★ beetle/dice game based on family members to produce imaginary family;
★ scrap book *'moi'* - use of IT, etc.;
★ stories written by one group for use by others;
★ group work: 5 envelopes - mixed families, assemble, make new one - real/zany;
★ rogues gallery;
★ *'dossier personnel'*;
★ 'Blind Date' type game.

GROUP 6. LEISURE

★ Using video, e.g. *France Français* (Cloé):
- watch without sound;
- use word/phrase list for recognition/ticking;
- give commentary;
- predict what is said next ...;
- what would you put in?

★ Putting old language into new contexts, e.g. space, TV programmes, soap opera.

★ Give pupils a role in role play, e.g. being boastful/emotional/ impatient/sad, using props.

★ After comprehension procedures, e.g. teacher answers questions and pupils comment an answers.

★ A3 paper with picture from any source.
- pupils invent questions in groups then answer same/or each others.

★ Pupils write activities for others on known themes.
- cartoons;

- stories (taped/written);
- concept keyboard overlays.

★ Write texts into *'Fun With Texts'* or develop texts (with developing tray) after listening to a tape/cassette.

★ Tell/write about dreams.

★ Poems:
- written like Apollinaire;
- from basic structure;
- exploding poems;
- 'shape poems' (made up from words in appropriate shapes).

★ Raps (and then set to music).

★ Headlines/titles (no text):
- what words would you associate with this?
- what do you know about this topic?
- what might this be about?

- jigsaw reading
- *reconstruction de texte*

★ Racing dictations.

★ Invent a fairy story/Propp's convention of story telling.

★ Tell a story from a sound effect sequence.

★ 'Mime Machine' - mime at the same time as you speak; the mime goes from person to person.

Chanson de loisirs

tu aimes le sport
moi j'adore ça

tennis football
basket boules
c'est pas mon style
moi je suis cool

quelquoi quelque
moi sûrement pas
je reste au lit
jusqu'à midi
alors tu m'embêtes
tu me casses la tête

qu'est ce que tu veux faire ce soir
je veux aller au cinéma
toi, tu veux m'accompagner?

Non je suis trop fatigué

alors, qu'est-ce qu'on va faire
c'est le centre ville que je préfère
On va retrouver les copains
au café "le vieux marin"

Mais ça c'est tellement fatigant
je reste ici c'est plus marrant
je vais regarder la télé
les variétés les actualités
sortir non, je n'aime pas ça
va-t'en seul au cinéma !!

ENTREZ!

COMMENCEZ!

OUVREZ!

LISEZ!

ECOUTEZ-MOI!

Huit heures et demie
Chimie
Ennuie
A neuf heures
Je pleurs
Le prof n'a pas de coeur
Et puis c'est l'histoire
Devoir
Pas d'espoir
Ensuite c'est midi
Perfidie
Chou pas cuit
Puis je suis gai
Parce que j'ai
FRANCAIS!!!

GROUP 7. TRAVEL

This is often a difficult topic to relate to personal experience. Here are some suggestions for non-transactional activities to involve pupils and to stimulate creativity.

- Copy two similar photographs of a station/airport/bus station onto OHP. (You can probably find one of these in an old CSE oral paper.) Try to choose pictures which show people in the location.

Activity A

Uncover bits of the photograph and pose questions to stimulate imaginative responses (whole class activity).

As a lead into group work, teacher has prepared speech bubbles cut out of ascetate and displayed underneath the picture. Pupils have to match a person and a speech bubble.

Move to a group activity by handing out copies of the picture + paper on which to make speech bubbles. The pupils decide to take a persona and complete a speech bubble for that person. They explain to the group which person in the picture they are and the rest of the group try to guess what that person might be saying, given the context. After each person in the group has had a guess, person reveals what they said.

Activity B

Using the second photograph, begin by gradually revealing the picture and asking the pupils to describe where they think the scene is. Ensure in this picture that there are two people who could be engaged in conversation. Encourage the pupils to think what they might be saying (this might be a transactional or non-transactional conversation depending on what people in the picture are doing). Pupils then work in pairs/threes to produce their own dialogues, which they can act out or record as appropriate.

- Make your local railway station/airport/bus station more user-friendly for French/German/Spanish visitors.

The pupils will need to survey the station. This will need preparatory discussion in class. The pupils might either organise to visit the station as a group or as part of their homework make a personal visit or delegate a small group to visit and return with personal observations + outline plan of the station, facilities available.

Pupils should brainstorm in groups the information they think visitors would need and consequently devise a vocabulary list (possibly using authentic materials, dictionaries, foreign language assistant). They might then devise signs/symbols/words to be displayed in the station, information leaflets/database*. Through this topic, pupils might like to explore the idea of disability by producing an audio tape with visually impaired people in mind, a tactile display or a video.

- Booking tickets to somewhere.

  Pupils work in threes. One pupil plays the role of the clerk in the ticket office and one pupil plays the role of a traveller requiring tickets. The third pupil plays the role of interpreter.
  Pupils imagine that the 'speakaphone' at the ticket office is not working (this can be simulated by pupils 1 + 2 sitting back to back or a screen being placed between them). Pupil 1 mouths the questions. Pupil 3 interprets (using target language) for pupil 2. Pupil 2 answers questions aloud/explains, etc.

- Arriving at airport and not having case (lost property sketch).

  Can be organised as group work. From items described as being in case, group guesses what type of holiday person might be going on.

- Waiting room game.

  Delay at airport. To pass the time pupils (imagining they are going on holiday) move round the room to speak to as many people as possible to

* The database might be produced in a simple way on a type of ceefax principle, e.g. an outline map of the station with numbers relating to various places. Touching the number would take the user to another level of the database where more detailed information may be given, e.g. information about food/drink available, opening/closing times etc.

discover such details as: Who are they? Where they are going? With whom? Why they are going there? etc.
Pupils can make up their own details which may be as fantastic as they like.

- Language practice game.

  Pupils draw up grid 6 x 6. Fill in language items they might want to practice, e.g. *Frag deinen Partner, wieviel Uhr es ist. Frag deine Partnerin, wohin sie fährt.*
  Pupils work in groups. One pupil throws the dice once and then again. The pupil cross-references the number and then performs the task written on the square.

	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						

Im Auto unterwegs

- Introduce: OHP overlays; introduce in pairs (as suggested with clown), e.g. *Fenster + Reifen, Tür + Steuer*, etc.
- *Polizeikontrolle*: (listen/say and do)
  Pupils work in pairs/small groups.
  Divide class into policemen carrying out spot checks and motorists.
  Policemen have checklist (picture clues of parts, e.g. *Blinker rechts/links, Hupe, Scheibenwischer*), call out parts from checklist.
  Motorists 'switch on/operate' the appropriate parts (mime). If they switch on the wrong part, they get booked/fined.

★ *TÜV* (MOT): Listen and do.
Pupils listen to conversation between two mechanics checking through a car. On their worksheet (picture of car), they tick off what is working, put cross against faulty parts. (Do any cars pass?)

★ *Schrottplatz* (scrapyard).
Divide class into car owners 'A' and scrap merchants 'B'. 'A' has picture of incomplete car. (List of possible missing parts on OHP or BB.)
'B' has cue card with selection of parts.
'A' goes round scrapyards and draws onto his/her card any parts he/she has acquired. (Scrapmerchants cross off any parts they have sold.)
Aim: to have a complete car.

★ *Montagmorgenauto* (Friday afternoon car).
Draw and label a car where things have gone a little bit wrong in the assembly progress. (Or cut out and paste together.)

★ Designer car: design your own car; draw, label, introduce (orally [tape]/or in brochure) at motorshow.

★ *Die silberne Zitrone* (award for flop car of the year).
ADAC (=RAC/AA) do survey to find the most unreliable car.
Pupils (car owners) with cue cards showing make/model and faults and how often phone in at *ADAC*.
ADAC people take phone calls and record information of faults/breakdowns...establish who/which manufacturer gets *silberne Zitrone*.
Use of IT: spreadsheets.
Make bar graphs showing faults per model, etc.

Graded Objectives in 1990

Book reviews

Meiner Meinung nach by Ian Waite and Vee Harris
Mary Glasgow Publications, 1990.
Pupil's Book: ISBN 185234 2994
Repromasters and Teacher's Notes Cassette: ISBN 1 85234 2781

The central aim of *Meiner Meinung nach* is 'to encourage pupils to express their ideas and feelings about their own lives'.

The pupil's book consists of a series of graded activities designed to help students to express opinions within the broad GCSE topics of Family, School, Free Time and Jobs. There is also an introduction written for the student which includes a German-English list of the usual kind of rubrics one usually finds in English in course books. The repromasters - fifteen in all - consist of games and some of the more complicated *'Tabellen'* from the pupil's book.

The suggested activities and the progression between them have been well thought out. There are three or four units for each topic and each unit begins with a statement of specific learning objectives. The cassette is clear and easy to follow.

This is a very useful book to have around and we would definitely buy it - mainly for the emphasis on teaching students how to express opinions.

However, having said this, we were very disappointed with the actual format of the book. Although one of the aims is *'to develop pupils' ability to learn independently and to work in groups without the constant support of the teacher'*, we do not think that the layout of the book promotes this because of the following:

- The graded activities are not set out separately on different pages. Sometimes the instructions are separated from the activities, which is very confusing.

- Frequently there is a 'setting the scene' paragraph in English at the beginning of an activity and instructions for the activity in German alongside it. This could be misleading.

We suspect that the original design was based on a series of worksheets and we think that the package would have been more useful if such a format had been retained.

In conclusion, we think that *Meiner Meinung nach* is a very valuable resource of interesting, well thought out material, but it is let down by the format.

Jacqueline Dawson, *Advisory Teacher for Modern Languages, Croydon*
Penny Lewis, *Advisory Teacher for Modern Languages, Sutton*

Vocabulary for GCSE SPANISH by Geoff Taylor
Mary Glasgow Publications, 1990

This is the third such vocabulary to appear from the MGP, the other two having been for French and German, and follows the same format. It is simply a word-list arranged thematically with a single word translation in English. Each section contains a number of standard phrases grouped into basic and higher levels. There are also a number of pictures connected with the theme in some but not all of the sections.

As a reference source or aide-memoire I suppose this book will serve its purpose, but expensively so. When the first two vocabularies appeared they were priced at around £1 with discounts etc, whereas this one will retail at £3.50. Frankly, I think that teachers will have other cheaper and educationally more valuable ways of providing vocabulary for their pupils. This book would seem to encourage the idea of de-contextualised rote learning. Claims to the contrary on the grounds that the pictures put the vocabulary into context do not convince. To take but one example at random, I fail to see how a picture of a weather map from a Spanish newspaper can by itself contextualise the accompanying vocabulary. I would like to think that we have moved on from such an approach.

John Walder

GOML NATIONAL COORDINATING COMMITTEE 1990/1991

Chair
Barry Jones (Homerton College, CAMBRIDGE)

Elected Members (date indicates end of term of office)

Jacqueline Dawson	1991	(Croydon)
Rita Morris	1991	(Cleveland)
Fiona Taggert	1991	(Co. Down)
Sue Major	1992	(Staffordshire)
Margaret Tumber	1992	(Essex)
John Walder	1992	(Kent)

Co-opted Members

Judy Hawker	
Derek Hewett/Penny Lewis	(Sutton)
Stella Marsh	(Sunderland)

Observers

Jean-Michel Mullon	(French Embassy)
Ute Grauerholz	(Goethe Institut)
Graham George	(NEA)
Nigel Stiles	(SEAC)

Secretary

Lid King	(CILT)

Latest reports from GOML groups nationally

Cambridgeshire

Levels 1 and 2 are used across the county. More significantly for the Graded Objectives movement, Cambridgeshire Mode 3 French and German is in its 5th year (including 2 years of trialling). Our SEAC-approved scheme offers the whole range of GCSE grades.

35 out of 42 secondary schools in Cambridgeshire are participating. Over 100 teachers are involved with Mode 3. In June 1990, there were 2250 entries for French and 850 entries for German.

We now offer a Basic Writing coursework option (introduced in September 1988, as an alternative to Basic Writing test). We hold an exhibition of work in September.

In September 1989 we launched a new World of Work Activity Area, to be taken as an alternative to AA1 or AA2. We focused on three towns in Cambridgeshire: Peterborough, Huntingdon and Cambridge.

All in all a challenging and motivating scheme for pupils and teachers.

Monique Alcott

Cleveland

Work has continued throughout the year in three areas:

1. German:

2. Spanish: working parties have completed the revised syllabus and tests for Level 1. These have followed the same format used for the French Level 1.

3. The French group has developed a new Intermediate Level. This is an extension and development of the Preliminary Certificate. It covers the Personal Information needed for contact with a French friend at home and abroad. The tests consist of a number of 'mini assignments' - the pupil having a choice, providing a range of skills and areas are covered. The syllabus is content free but there is a lexis of minimum items needed for receptive use.

These go into schools in September, when the details of the necessary profile component are completed.

It has been decided to defer further development of Level 2 (an outline exists) until there has been time to assess the Final Report of the National Curriculum Working Group.

The Cleveland Scheme now consists of the following:

Revised Syllabus:
Preliminary Certificate - French, German, Spanish
Level 1 - French, German, Spanish
Intermediate Certificate - French
'Old Syllabus ':
Level 2 - French, German
Level 3 - French, German
Level 4 - French, German

Rita Morris

Croydon

Levels 1 and 2 were revised during 1989, but there have been no developments this year. It seems likely that the National Curriculum will necessitate radical changes in due course.

Jacqueline Dawson

Dorset

GOLD (Graded Objectives for Languages in Dorset)

Stages 1 and 2 are now complete following the format described in GOML News 14. Further packs of materials for teaching, learning and assessment have been produced. To these has been added a reading pack based on semi-authentic writing (i.e. letters produced by French pupils to order!) and on tasks which require pupils to read a range of letters in order to extract specific information, make a decision or solve a problem.

Work has now begun on a Stage 1 for German, a Stage 3 for French and a Foundation Level to be used primarily, but not exclusively, in special

schools. From September, 64 secondary, middle and special schools will be participating in the scheme, which will increasingly be the major vehicle for helping schools to introduce the National Curriculum. Stage 3 French, for example, will move away from self-contained teaching packs to examples of how a particular topic or theme can be organised to produced of pupil performance over a range of levels within the attainment targets.

Tom Ferris
Senior Inspector

Durham

This year the Durham group have produced a first level of Graded Objectives in German, based on, but not altogether identical to *Niveau Fondamental* (NF).

It is called *TREPPE*. It embodies the same principles of assessment as NF but in terms of content is by no means a direct translation.

It is designed to meet the needs of beginners in the language at any stage in years 1-3 in secondary schools and it will fit in with all textbook courses currently used with beginners in county schools.

The scheme features colour-coded progress cards which can be introduced in whatever order suits the teacher.

A competition was held in schools to produce logos for the scheme. The winning entries feature in the progress cards and teachers notes, and one was converted into a sticker to be awarded on successful completion of a card!
The scheme will start in county schools in September 1990.

Alexander Still
Advisory Support Modern Languages

Essex

Working groups across the County have continued to meet in twilight time twice a term, though the feeling that future development will depend on the advice offered in the Final Report of the National Curriculum Working Group has prevailed.

Essex Graded Tests 1-4 in French and German have been submitted to SEAC for accreditation - Level 1 French in a considerably revised format which allows for period assessment on a mixed skills basis.
INSET provision for next academic year will take the form of a five-day residential working session to which teachers involved in the different levels from the various areas of the County will be invited.
Perhaps the most significant overall development is the change of name from Graded Test Working Party to National Curriculum Support Group.

Margaret Tumber

Hampshire

HAMPSHIRE MODERN LANGUAGE SKILLS DEVELOPMENT PROGRAMME

HMLSDP is a scheme consisting of materials devised by Hampshire teachers with a view to developing and assessing pupils' skills, while at the same time encouraging active and communicative methods of language teaching. The scheme adheres to many of the principles of the Graded Objectives movement - short-term goals, regular recognition of achievement, practical and relevant language work - but its main emphasis is on the skills which make for successful language learning.

The scheme is intended for the Key Stage 3 age range. It consists of two 'levels' or stages: Level 1 covering approximately four terms' work and Level 2 taking pupils to the end of Year 9.

Level 1 materials are published in French, German and Spanish.
They have also been transposed into Italian this year, but this version has yet to be DTP'd.

Level 2 French materials were being trialled in 1989-90, and German and Spanish are being developed.

The materials themselves:

- are learner-centred;
- are task-based;
- encourage maximum use of the foreign language by teacher and pupil;

- concentrate on the language needed for social interaction rather than on transactional language;
- put emphasis on skills rather than content.

The scheme's starting point was the question *'What makes an efficient language learner?'* In trying to answer the question, a host of skills and sub-skills were identified and a list drawn up. This list was subsequently revised and refined many times, but the emphasis on skills was the basis of the thinking behind the HMLSDP materials.

Because of this emphasis on skills, the materials have cross-curricular relevance in terms of developing social, personal, study, numerical and general linguistic skills. Pupils are encouraged to take responsibility for their own learning and for that of others. For example, many activities provide opportunities for pupils to take turns in observing and monitoring the performance of others.

The scheme is modular, Level 1 containing seven units:

- An Introductory Unit ('Language Matters').
- Five Language-specific Units: 'All about Me', 'All About My Friend', 'My Home', 'My School' & 'My Town'.
- A 'School-Selected Unit', which allows pupils and teachers some flexibility to devise their own activities (plays, brochures, letters, cassettes, posters etc) throughout the Level.

In each of the language-specific units there are a dozen or so activities, of which five are identified as credit activities. The general criterion is successful completion of the task. All the activities may be repeated if necessary. In the Introductory Unit, credits are given free for participation in the activities, and certain criteria are drawn up for the award of credits in the School-Selected Unit. A certificate is awarded (no pass/fail), stating the number of credits obtained in the Level.

Materials provided include:

- A teacher's pack - a loose-leaf ring binder giving details of the guiding principles, notes on how to prepare for and conduct the activities and lists of the materials required.

- Separate wallets of pupil material masters, unit by unit, for duplication onto card or paper. Some OHP masters are included to assist new language input.

- Three cassettes (Intro. Unit/Unit 1; Units 2/3; Units 4/5) which contain the listening material.

- A pupil's booklet (A5 format) for each pupil. This provides not only a formative profile with opportunity for comment and discussion, but a useful summary of the notions, functions and topic areas covered, expressed as *'I can'* statements.

Materials for Level 2 are being trialled, but broadly speaking there are five units or modules, with a two-tier system allowing for differentiation. One of the five units provides the opportunity for some differentiation. One of the five units provides the opportunity for some flexibility in producing personal (or group) creative or extension work throughout the duration of the Level.

Forty per cent of Hampshire children attend middle schools, transferring at twelve after a year of Key Stage 3. Almost all middle schools have been using HMLSDP from September 1989 in order that the children should have a common experience of language learning. This will facilitate cross-phase liaison by enabling schools to reach agreement on targets. The emphasis on transferable skills also goes some way towards helping with the question of diversification FL1 in 12-16 schools.

Special schools are also showing great interest in the potential of the scheme, although adaptations will be essential. The concept keyboard will be a boon to many schools in this area. These schools are encouraged by the skills-based approach, and this helps to remove the sense of threat which many non-specialists feel at the prospect of teaching a language!

In common with many such schemes, a proper understanding of the principles is necessary before a teacher can use the materials appropriately. In Hampshire, the package has always come with the implication INSET and there is a regular programme of residential courses and short workshop sessions, both for the induction of newcomers and to involve old-timers in continuing developments.

It has been gratifying to see how close our thinking has been to that of the National Working Group as expressed in the Initial Advice. The scheme has expanded rapidly into the majority of schools in this large Authority.

There are at present over 160 schools involved, with more to come in September, and the order for 10,000 pupils' booklets may well have to be increased!

Ron Jennings

Hereford and Worcester

FLAC
The County Graded Objectives Tests remain unchanged. They are widely used but not solely with beginners and non-GCSE pupils. The following tests are available:

Language	Levels
French:	1-2-3-4
German:	1-2-3
Spanish:	1-2-3
Italian:	1-2

During the academic year 1989-1990 we are trialling two new developments:

French Level 1 (Profile)

An alternative to the Level 1 Test with end of unit tests and accompanying checklists and records of achievement.

French Foundation Level

End of unit tests supported by records of achievement. It has a strong visual emphasis and aims to support learners with reading difficulties.

Vicky Ward

Kent

Kent Modern Language Achievement Course

This year has been one of continuing difficulties for the county scheme and little progress has been made. These difficulties are due to the structural changes made to the county education service and to the failure to attract sufficient funding to support the necessary INSET and management costs.

Nevertheless, a holding operation has allowed us to continue to distribute materials to participating schools and to (almost) keep up with the demand for certificates. We await with a certain amount of apprehension the reaction of schools to the charges that we shall have to levy on future distributions. We have recently managed to put on an INSET session - unfortunately on a non-residential basis - and we have been able to do some work on updating and increasing our materials in the five languages that we have supported for a number of years. One particular aspect that has been addressed has been the need to provide for differentiation by task. However, we have not been able to re-activate our mode 3 GCSE in French which for the moment remains in mothballs, but which will cease to exist unless we find the funds to support it properly. This is especially sad as it contains a number of features that were well in advance of other schemes, notably a reading for pleasure coursework element.

Around the county there is a great store of sympathetic interest in our scheme but already we are conscious of a steady drain of schools opting for the commercial alternatives such as GAML. Without in any way wishing to decry the virtues of that scheme, it is nevertheless a shame that teacher talent and goodwill is being allowed to go to waste at a time when many of us feel that the local GOML schemes will assume an increasing importance as we move towards teaching and assessment under the National Curriculum.

John Walder

Lancashire and Cumbria

St Martin's College, Lancaster
Revision of the Level 3 French syllabus and test

The new Level 3 syllabus, defined content and test are finally complete, are currently being piloted and will be ready for general use from September

1991. In the creation of this new syllabus and test we have attempted to do the following:

1. To make Level 3 more accessible to low attaining fourth and fifth years by reducing the use of English to a minimum and by writing a test in two parts, which can be taken in two stages, called Theme A and Theme B.

2. To integrate the skills and topics. Each stage of the test is based on a theme.

Theme A - staying with a French family
Theme B - an independent stay

The **listening** and **reading** for each theme are combined on the same paper as the student is taken through the story line.

The oral includes testing on the 48 role plays which have been used as part of the teaching progress, an interactive role play and the general conversation.

3. To base the test on more authentic situations and to make the questions as authentic as possible.

The fact that both parts of the test follow a story line makes the situation more real. The listening section is not repeated twice - the dialogues and utterances are said only once but the key words are repeated two or three times.

4. To create a syllabus and test suitable for adults as well as students of school age.

The syllabus includes sections such as work and retirement. Subjects such as school/work are tested mostly in the general conversation part of the oral.

We would like to thank Phil Wood for his continued support in this area, Alan Armstrong, the Lancashire Teacher Adviser, the writing party and, of course, Do Coyle and Elizabeth Gobey from Nottingham for the major part they played in the writing of the tests.

The Open College

The Open College of the North West has now approved the incorporation of our Graded Tests into their programme. We have worked together on an Open College written extension to Level 3 which, if taken in conjunction with our Level 3 test, will given the successful student an equivalent of a 'C' in GCSE.

Formative document for records of achievement

These have been made available with the help of Chris Bagguley and Clare Hollister, who were at the time Advisory Teachers for Lancashire. Mixed skill goals are written from each unit of Levels 1 and 2. There are notes for teachers giving suggested procedure and a checklist to help pupils with evaluations.

Preliminary Certificate of Modern Language Skills for Work

We have been producing materials as fast as we can to accompany the modules in the Preliminary Certificate of Modern Language Skills for Work pack. To date we have produced teaching materials in French and German to accompany two of the modules. The Spanish version will also shortly be available. Next year we are glad to enlist the help of John O'Brien, Head of Modern Language at Portland School Workshop, to enable us to make available materials for five more modules. The Preliminary Certificate of Modern Language Skills for Work pack is now in almost 1,000 schools/institutions and is being used in a variety of ways - some most exciting and original.

In April this year James Burch was made Head of Modern Languages at St Martin's College and had to relinquish his position with the Graded Testing Unit. He continues to play a large part, however, and we thank him for his continued support. Jenifer Currier is now Director.

We are sad to lose Alan Armstrong who, as Lancashire Advisory Teacher, spent 50% of his time working on developments in the Graded Testing Unit. We would also like to thank him for the invaluable work he has done. Whilst thanks are in order, we are also very grateful to Phil Wood who continues tirelessly to advise and support us in our ventures!

Jenifer Currier

Leicestershire

Levels 1 and 2 of the Assessment Syllabus Guidelines for French For Communication have been rewritten, incorporating changes in assessment procedure and in the reading element which were the outcome of numerous workshops and extensive research with teachers in Leicestershire schools. Changes to the Level 3 syllabus are in hand.

The scheme is now administered from County Hall and the Europe Resources Centre in Leicestershire with certificates issued by EMREB. Standardisation meetings are held regularly at the Europe Resources Centre organised by the Advisory service and two moderators are elected by the teachers involved in FFC. Twilight workshops continue to focus attention on the scheme and provide a forum for new ideas, materials, resources and an introduction for new users.

Reading, listening and mixed skills materials have been produced (some including materials from the last three GOML courses at Sevres) to accompany different levels. Many departments are incorporating their Unit Progress Cards into their school's Records of Achievement.

KS4 is catered for by a Group Mode 3 Syllabus for GCSE (MEG) which is modular in nature and which is designed to continue the flexible and communicative approach of Levels 1 to 3.

Pam Haezewindt

Merton

Following much discussion, INSET and, finally, a referendum, the middle and high school teachers decided to pilot GAML for a year, in order to find a framework for continuity and coherence across the two phases. The four middle schools involved have reported back at the half termly meetings of the French group.

The evaluation showed that using a GOML/GAML approach facilitated the development of the teachers classroom practice, particularly with regard to developing students' independent learning.

The teachers highlighted the following:

- Prior planning and organisation are essential.

- Teachers must trust the pupils.
- Resources need to be accessible to the pupils and varied.
- Pupils become more involved in their learning.
- Pupils are more informed with regard to how they learn languages.
- Increased pupil motivation.
- Enjoyment for teachers and pupils.
- French makes a major contribution to pupils' Records of Achievement.

In September ten of the fourteen middle schools will be using GAML in French. Most of the high schools will be using either German or French and one special school will be using French with its 13 year-olds.

Marion Carty

Northern Ireland

By the school year 1988/89 the Graded Objectives Groups in Northern Ireland were finding it increasingly difficult to administer the Graded Tests because of their popularity and the growing number of candidates. In 1989, recognising the value of Graded Objectives and the difficulties encountered by the local groups, the Department of Education for Northern Ireland invited the Northern Ireland Schools Examinations council (NISEC) to assume responsibility for the administration of the tests.

In January 1989 the Northern Ireland Co-ordinating Committee for Graded Objectives, representing GOML groups throughout the Province, had overseen the amalgamation of the syllabuses from the different groups and produced the definitive syllabus in French, Levels 1-4.

In September 1989 a Support Officer for GOML was appointed by the Council on a two day a week secondment to provide support and guidance to schools in the province and to arrange through the Council's administrative services for the organisation and conduct of the tests.

In April 1990 the Council's role was expanded and its title changed to Northern Ireland Schools Examinations and Assessment Council. NISEAC's first set of GOML tests were made available in the summer term 1990 in the following languages and levels:

French levels	1 - 4
German Levels	1 + 2

Irish Levels	1 - 3
Italian Levels	1 + 2
Spanish Levels	1 + 2

Interest in the scheme has spread throughout the Province and many schools have become involved. Over 19,000 candidates were entered for the first tests in the five different languages.

The following syllabuses have been distributed to all schools and Colleges of Further Education:

French Levels	1 - 4
German Levels	1 + 2
Irish Levels	1 - 4
Italian Levels	1 - 3
Spanish Levels	1 + 2

A Level 3 Spanish syllabus will be published in September 1990. It is intended eventually to have four levels in all languages.

In the future it is hoped to produce practice material for use by teachers. Consideration is being given to the introduction of a unit accreditation scheme and also to the possibility of Levels 3 and 4 being comparable to the lower grades in GCSE.

For further information please contact the Northern Ireland Schools Examinations and Assessment Council, Beechill House, 42 Beechill Road, Belfast BT8 4RS.

J Nelson

Suffolk (SGOML)

Suffolk schools already operating SGOML have found the principles of the scheme compatible with the demands of National Curriculum and consider it to be an essential vehicle for assessment. The SGOML syllabus is common to all languages and consists of five levels - Foundation, Level 1, Level 2, Level 3 and Level 4. Assessment is continuous and should be an integral part of normal classroom practice. No defined content list is given, although there are suggested topics. Assessment is based upon defined skills and criteria for these are given for each level. Schools prepare their own assessment tasks

according to the criteria in the syllabus and these are moderated by the SGOML co-ordinator or by an accredited teacher. It is also possible to profile pupils' progress in the general skills. The results of a formative profile can be used to negotiate the final statement on the reverse of the certificates.

Thanks to the hard work of two seconded teachers, Glenice Frances and Miranda Kennett, even more schools have joined the scheme this year. Over 70% of Suffolk schools are now operating Levels 1 and 2 and a comprehensive bank of teacher-designed tasks in French, German and Spanish has been established at each of the PDCs. In the summer term, Kate Scott was seconded to work on Modern Languages and Special Needs and to develop the Foundation Level syllabus. The syllabus, together with suggested tasks and a range of materials for use with low attainers, will be available to each Suffolk school in September.

This year, every school in the county has received support from the seconded teachers and the Advisory Teacher. For many, this has involved advice on administering assessment tasks and classroom management as well as assistance with the creation of tasks. In addition, all schools have received 'SGOML News', a newsletter giving details of the latest developments. In March, a SGOML Training Day was held in order to accredit individual teachers to moderate assessment tasks within their department and/or pyramid.

The SGOML Development Committee, having advised on Foundation Level, will now concentrate on the further development of Levels 3 and 4 and the implications for classroom management. They also plan to work on creating tasks at all levels based on creative and imaginative materials and to incorporate IT and video where appropriate.

Further details of the SGOML scheme can be obtained from Judith Little, County Advisory Teacher for Modern Languages, Advisory Teachers' Office, North Suffolk Professional Development Centre, Lovewell Road, Lowestoft, Suffolk, NR33 0RQ. Tel: 0502 562250.

Judith Little

Sunderland

We have continued to attack on a broad front, using the scheme as a vehicle for developing good practice in both methodology and assessment.

As explained in last year's report, the scheme is content free, and we have used the bank of assessment tasks produced then as a template for the production of further tasks in school. Tasks are now available at Levels 1 and 2 in French, German and Spanish.

Our in-service work this year has concentrated mainly on methodology. One outcome of this was the production of a progress report following our residential weekend in April. This publication deals with general principles we have established under the headings of presentation, practice and performance, and then with worked examples of the principles in action.

The three major issues addressed were presentation - how to make it interesting and memorable, differentiation and encouraging independence in learners. In all three cases, 'decentralising and classroom' has been a continuing theme which ties in which our Flexible Learning programme. Some of the most interesting inputs on this have come from colleagues in the primary sector.

The Initial Advice of the Modern Foreign Languages Working Group endorsed the directions we have taken on methodology and 'good practice'. We expect that the Final Report will enable us to carry out further work on content and levels. The scheme will thus continue to be the integrating element in a 'seamless robe' approach to curriculum development.

Harmer Parr
General Adviser, Modern Languages

Surrey (GOLF)

Working parties have continued to meet in twilight sessions (three per term). One working party has developed a Spanish Level 1 scheme (syllabus and tests). The second working party is nearing completion of German Level 3, being based on an exchange visit. We continue to adhere to the principle of assessing without recourse to English. Many thanks to the small but hardy band who have toiled away on the working parties.

It has been most unfortunate that GOLF Level 3 French has been held up at the printers and thus has not been available to schools this year. It will be available as from September 1990.

We are also a little concerned about the impact of CMS upon up-take of GOLF. GOLF 3 French is currently free to schools. Other packages have been priced per individual component, so that in-house printing and conservation

of materials can keep prices down for schools. At this early stage, orders from middle schools are high but orders from secondary schools are down.

Colin Humphrey, Chairman GOLF Working Party
Peter Satchwell, Inspector for Language

Tameside

The LEA has run its own scheme in French, German, Russian and Arabic for seven years. There have been various rewrites. The latest developments are radical.

1. The starting point was a rethink of Level 2 French. The new Level 2 French is a series of assignments which offer schools a core and some optional topics. The materials are intended for integration with normal classroom activity. The assessment is by the pupil and/or peers, with the teacher sampling to offer support and monitor standards. The intention is that schools will send a representative to a meeting with evidence of pupils' attaining Level 2. There will be a 'Level 2 Committee' with which the school representation will meet to agree standards. In this approach, pupils will be expected to successfully achieve each task. **All** language skills are used with all abilities. The amount of support offered by teacher or peers to individual pupils will be as is appropriate to the pupil's needs. There are no formal tests.
2. This approach has been taken up to create new Level 1 French and German, which should be ready in the academic year 1990/91.
3. The latest development is the decision to loosen the hold of content. We have now designed a set of criteria for Level 1 in any language. The criteria drew on all language skills. To be involved in the scheme, a school registers early in the school year. When it registers, a school has to submit examples of assessment materials for each skill area. Each pupil must cover at least five topics/content areas. When a school wishes to award certificates, they bring to a meeting examples of evidence to show achievement in a specified number of topics. We expect that schools will draw on the new assignment-based approaches for assessment materials. This development draws on the expertise schools have with working from a defined syllabus towards graded objectives. It is hoped that this approach will adapt well to the requirements of the National Curriculum. We know there is still a lot to learn before this development is fully implemented.

Ron Addleman

Details of GOML groups

As at September 1990; (where no return has been received, the information from 1988 has simply been carried forward).

F1 = French Level 1
G1 = German Level 1
It1 = Italian Level 1
( ) = work in preparation
R1 = Russian Level 1
S1 = Spanish Level 1
Ir1 = Irish Level 1, etc.

NB: The Language Teaching Library at CILT has a large collection of GOML syllabuses, tests and materials for reference. If you wish to purchase copies, please write to individual groups (sae).

AVON - see South West
Miss Mary Ryan, Adviser, PO Box 57, Floor 5, East Wing, Avon House North, St James Barton, Bristol BS99 7EB.

BARKING AND DAGENHAM: F1, (F2); G1, (G2); R1, (R2)
Mrs S Tweddle, Advisory Service, Wesbury Centre, Ripple Road, Barking DG11 7BT.

BARNET: F1, F2; G1, G2; S1, S2
Mr G Lee, General Adviser for Modern Languages, Town Hall, Friern Barnet, London N11 3DL.

BARNSLEY: F1, F2; G1; S1, S2
Mr A Nutton, Adviser for Modern Languages, Berneslai Close Education Offices, 40 Victoria Road, Barnsley, South Yorkshire S70 2HS.

BEDFORD: F1, F2, F3, F4, F5; G1, G2, G3, G4, G5; S1, S2, S4, S5
Mr J B Keenan, County Inspector for Languages, County Hall, Prebend Street, Bedford MK42 9AP.

BERKSHIRE: Foundation French, F1, F2, F3, (F4); G1, G2, G3; S1; Chinese 1; It1; Guj; Urdu
Mr Robert Robertson, Reading Teachers' Centre, Cranbury Road, Reading, Berkshire RG3 2TS.

BEXLEY: F1, F2, (F3); G1
Mr M Cosh, Advisory Teacher for Modern Languages, Bexley C D Centre, Lamorbey Park, Burnt Oak Lane, Sidcup, Kent DA15 9BY.

BIRMINGHAM: F1, F2, F3, (Mode 3 GCSE); G1, G2, G3, (Mode 3 GCSE)
Mr Peter Lawton and Mr Tony Mais, Joint Graded Tests Co- ordinators, Martineau Centre, Balden Road, Harborne, Birmingham B32 2EH.

BOLTON: F1, F2; G1, (G2);S1, S2
Mr J Dixon, General Adviser, PO Box 53, Civic Centre, Bolton BL1 1JW.

BRADFORD: Foundation French, F1, F2, F2/3; Foundation German, G1, G2, (G3); S1; R; Urdu
Ms Sheila Anthony, T F Davies Centre, Rosemount, Clifton Villas, Manningham Lane, Bradford, West Yorkshire BD8 7BY.

BRENT: (F1)
G Benham, GOML Co-ordinator, Education Offices, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW.

BUCKS: F1, F2, F3, F4; G1, G2, G3, G4; Dutch 1, (S1); R1
Mr D Bolton, County Adviser (Modern Languages), Education Offices, County Hall, Aylesbury, Buckinghamshire HP20 1UZ.

BURY: F1, F2, F3; G1, G2; S1, S2
Mr A Finbow, The Athenaeum, Education Department, Market Street, Bury, Lancashire BL9 0BN.

CALDERDALE - see Lancs/Cumbria

CAMBRIDGE: F1, F2, F3, (F4); (Mode 3 GCSE) G1, G2, G3, (G4); S1, S2; It1; Urdu 1. Levels 3 and 4 equivalent to the full range of GCSE. (MEG)
Mr B Jones, Homerton College, Cambridge CB2 2PH.

CARDIFF - see Wales

CHESHIRE/CHESTER COLLEGE: F1, F2, F3, F4; G1, G2, G3; S1, S2; R1, R2
Mr J Baxter, District Education Office, Chapel Lane, Wilmslow, Cheshire.

CLEVELAND: F1, F2, F3, F4; G1, G2, G3, G4, S1
Miss R Morris, St Patrick's Comprehensive, Baysdale Road, Thornaby, Cleveland TS17 9DE.

CLWYD: F1, F2, F3, (F4); G1, G2, G3, (G4); Welsh 1, Welsh 2
French and German: Contact - Mrs A Woods, Education Department, Shire Hall, Mold, Clwyd. Welsh: Mr W Owens, Senior Adviser for Welsh, Education Department, Shire Hall, Mold, Clwyd.

CORNWALL - see South West

COVENTRY: F1
Education Department, New Council Offices, Earl Street, Coventry CV1 5RS.

CROYDON: F1, F2, F3, F4; G1, G2, G3, G4; S1, S2, S3, S4
Mrs J Dawson, Davidson Centre, Davidson Road, Croydon CR0 6DD.

DONCASTER: F1, F2, F3 (based on York); G1, (G2); S1, S2; R1, R2
Mr G K Vaughan, Education Department, Princegate, Doncaster DN1 3EP.

DORSET - F1, F2, F3: (G1)
Mr T Ferris, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER.

DUDLEY: F1, F2; G1, G2; F4 and G4 as CSE Mode 3
Vivien Brooks, Saltwells EDC, Bowling Green road, Dudley DY2 GLY

DURHAM: F1, F2 (years 1-4), G1
Mr D Neil, Education Office, Front Street, Stanley Co. Durham.

EALING: F1, F1A, F2, F3; S1, S2, (S3); G1, G2
Mr R Boatman, Inspector for Modern Languages, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

ENFIELD, London Borough of: F1, (F2); G1, (G2); S1; I1
Mr R Goulding, Civic Centre, Silver Street, Enfield EN1 3XQ.

ESSEX: F1, F2, F3, F4; G1, G2, G3, G4
Mrs M A Tumber, Alec Hunter School, Stubbs Lane, Braintree CM7 6NT.

GLAMORGAN - See Wales

GLOUCESTERSHIRE - see South West
Mr M C Ash, Adviser for Modern Languages, Shire Hall, Gloucester GL1 2TP.

GUERNSEY: using Nelson Tests, F1, F2, F3
Ms A Battye, La Mare de Carteret Secondary School, rue de Galaad, Catel, Guernsey, Channel Islands.

HAMPSHIRE: F1, (F2); G1; (G2); SL, (S2); (I1)
Ron Jennings, HMLSDP Co-ordinator, Alderman Quilley School, Cherbourg Road, Eastleigh SO5 5EL.

HARINGEY, London Borough of: F1, (F2); G1, (G2); S1; It1
Languages Inspector, London Borough of Haringey, Education Offices, 48/62 Station Road, Wood Green, London N22 4TY.

HAVERING: F1, F2, (F3); G1, G2, (G3)
Mrs S Kortlandt, Hall Mead School, Marlborough Gardens, Upminster, Essex RM14 3SF.

HEREFORD AND WORCESTER: F1, F2, F3, F4; G1, G2, G3; S1, S2, S3; It1, It2
Ms V M Ward, County Inspector Education Office, Castle Street, Worcester WR1 3AG.

HERTS: F1, F2; G1, G2; S1, S2; Post CSE/'O' one-year-sixth course
Miss R L Stephenson, Adviser for Modern Languages, Education Department, County Hall, Hertford SG13 8DF.

HUMBERSIDE: F1, F2, F3; G1, G2; S1, S2; R1, R2; It1
Mr Tydeman, Education Offices, Eleanor Street, Grimsby, South Humberside.

IRELAND (Eire): (F, G, It, S)
Joe Shiels, Linguistics Institute of Ireland, 31 Fitzwilliam Place, Dublin 2.

ISLE OF MAN - see Lancs/Cumbria

ISLE OF WIGHT, F1, Core, A and B
Pat Murgatroyd, GOML Co-ordinator, Teachers' Centre, Upper St James' Street, Newport, Isle of Wight.

JERSEY - see E Sussex

KENT: F1, F2, F3, (F4 and F5 as GCSE Mode 3) G1, G2, G3, G4; S1, S2; It1; R1
Mr T Fitchett, Inspector for Modern languages, East Kent Area Education Office, 78, London Road, Canterbury CT2 8LT

KIRKLEES: F1, F2, F3; G1, G2, G3, G4; (same tests as Sheffield but own certificates)
Mr R Brook, Holmfirth High School, Heys Road, Holmfirth, Huddersfield HD7 2SE.

LANCASHIRE/CUMBRIA: (plus Bury, Calderdale, parts of Derbyshire, Isle of Man, Merseyside, parts of Notts, Oldham, Rochdale, Salford, Stockport, St Helens, Trafford, Wigan, L B Newham, Wirral): F1, F2, F3; G1, G2, G3; It1, It2, It3; R1, R2; Mod Gk 1; Urdu 1, Urdu 2; S1, S2, S3; Portuguese 1 (and 2,) Dutch 1, (Mand. Chinese 1)
Jenifer Currier, Institute of European Education, St Martin's College, Lancaster LA1 3JD.

LEICESTERSHIRE: F1, F2, F3, Mode 3 GCSE, G1, G2
Mr D Sidwell, General Adviser (Modern Languages), Education Department, County Hall, Glenfield, Leicester LE3 8RF.

LIVERPOOL: F1, F2; G1, G2; S1; It1
Mr M Hancock, Education Department, 14 Sir Thomas Street, Liverpool L1 6BJ.

LOTHIAN: F, G, S, It, R Levels 1-4; Levels 3 and 4 as Mode 3; Levels 5 and 6 planned.
Mr P Wheeldon, Dean Education Centre, Belford Road, Edinburgh EH4 3DS.

MANCHESTER EDUCATION AUTHORITY: F1, F2; G1; S1; R1; Urdu 1-5
GOML Co-ordinator, Greenhays Centre, Upper Lloyd Street, Moss Side, Manchester M14 4H2.

MERSEYSIDE - see Lancashire/Cumbria

NEWCASTLE: F1, F2, F3, F4; G1, G2, G3, G4; S1, S2, S3, S4; FLAW as a notional Level 5
Mr D Clegg, Modern Languages Adviser, Pendower Hall, EDC, West Road, Newcastle upon Tyne NE15 6PP.

NEWHAM: using Lancashire/Cumbria scheme
Mr G Noyau, Adviser for Modern Languages, Education Offices, Broadway, Stratford, London E15 4B.

NORFOLK: F1, F2, F3, F4; G1, G2, G3 G4; S1; R1; It1
Mr R Whiley, General Adviser (Foreign Languages) Norfolk County Council, Education Department, County Hall, Martineau Lane, Norwich, Norfolk NR1 2DL

NORTHERN IRELAND: F1, F2, F3, F4; G1, G2, Sp 1-3, It 1-3; Irish 1-4
Joan Nelson, Craigaron Teachers' Centre, Brownlow High School, Tullygalley Road, Craigaron BT65 5BS.

NORTHAMPTONSHIRE: F1, F2, F3; G1, G2; S1; It1, It2; R1; Office French for sixth form; ESL
Rhona Heald, Northampton PDC, Barry Road, Northampton NN1 5US.

OLDHAM: F1, F2, F3 (French FLAW as Level 4); G1, G2, G3; S1, S2
Mr J W Doherty, St Augustine of Canterbury RC School, Grange Avenue Oldham OL8 2HY.

OXFORDSHIRE: F1, F2, F3; G1, G2, G3; S1, S2; It1, It2; R1; all now revised; (F4, G4); Chinese 1
Mr M Dennison, Modern Languages Adviser, Education Department, Macclesfield House, Oxford OX1 1NA.

RICHMOND: F1; G1
Miss A Hubart, Inspector for Modern Languages, Education Office, Regal House, London Road, Twickenham.

ROTHERHAM: F1, F2; G1, G2; (using Sheffield tests, own certificates)
Mr I Bailey, Clifton Comprehersive School, Middle Lane, Rotherham S65 2SN and Mr A Yeomans, Rother Valley College of Further Education, Doe Quarry, Dinnington, Sheffield S31 7NH.

SANDWELL: F1, F2, F3, F4; G1, G2
Mr Alan Proffitt, GOML Co-ordinator, Education Offices, PO Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG.

SEFTON Association of Language Teachers: F1, F2, F3; G1, G2; S1, S2
Mr R Bretherton, General Adviser, Education Department, Town Hall, Bootle, Merseyside L20 7AE.

SHEFFIELD: F1, F2, F3, (F4); G1, G2, G3, (G4); S1, S2, S3; R1, R2; Urdu 1, Urdu 2; Bengali 1, Bengali 2
Ms Heather Tomlinson, General Adviser - Languages, Education Department, PO Box 67, Leopold Street, Sheffield S1 1RJ. F1, F2: Lyn Kilpatrick, Tapton School; F3: Paddy Jones, Yewlands School; G1, G2, G3: Paul Howard, Earl Marshall School and Bob Parsonage, City School; S1, S2, S3: Roy Morris, Westfield School; R1, R2: John Napier, Ecclesfield School; F4, G4: Peter Eustace; Urdu/Bengali 1 and 2: Jenny Westby, Waltheof School.

SHROPSHIRE: F1, F2, F3, F4; G1, G2, G3 G4; S1, (S2)
Mr M Gillions, Adviser for Modern Languages, The Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.

SOMERSET - see South West

SOUTH WEST: F1, F2, F3, F4; G1, G2, G3, (G4); It1, It2; S1, S2; FT4 for more able, + Mode 3 (free-standing)
Mr D Ellis, County Adviser for Modern Languages, The Language Centre, Somerset Education Centre, Parkfield, Park Road, Bridgwater, Somerset TA6 7HS.

STAFFORDSHIRE: F1, F2, F3; G1, G2, G3; S1, S2, S3; basic proficiency in Urdu.
Mrs S Brookes, Trent Valley School, Newcastle Lane, Penkhull, Stoke-on-Trent, Staffs.

STOCKPORT: F1, F2; G1, G2; S1, S2; R1; It1 (using Lancashire/Cumbria)
Mr R Lofkin, Education Division, Stopford House, Town Hall, Stockport SK1 3XE.

STRATHCLYDE: F1 - Standard Grade
Mr I Boffey, Adviser in Modern Languages, Renfrew Division Regional Offices, Cotton Street, Paisley PA1 1LE.

SUFFOLK: F1, F2, F3, F4 as Mode 3; G1, G2, G3, G4 as Mode 3; S1, S2; It1; Jap1, Jap2, Jap3, JapGCSE
Mrs Judith Little, GOML Co-ordinator, Advisory Teachers' Office, North Suffolk PDC, Lovewell Road, Lowestoft NR33 0RQ

SUNDERLAND: F1, F2, F3; G1, G2; S1, S2
Mr H Parr, Broadway Centre, Springwell Road, Sunderland SR4 8NN.
SURREY: F1, F2; G1, G2; S1 + It1
Mr P Satchwell, Inspector for Language, NW Area Education Office, 9 Heathside Road, Woking, Surrey GU22 7EU.

SUSSEX, WEST: F1, F2, F3, all revised; G1, G2, G3; S1, S2, S3: pre-vocational (16-18) module linked to TVEI
Mr E Garner, Education Department, West Sussex County Council, County Hall, Chichester, West Sussex PO19 1RF.

SUSSEX, EAST:
Mr B J Goodman-Stevens, Area Adviser/Languages, 31 Carew Road, Eastbourne, East Sussex.

TAMESIDE: (F1, F2; G1)
Mr R Addelman, General Adviser Modern Languages, Tameside Education Office, Wellington Road, Ashton-under-Lyme, Lancashire.

TRAFFORD - see Lancashire/Cumbria.

WAKEFIELD: F1, F2, F3; G1
Ms D Barraclough, General Adviser/Languages, 8 Bond Street, Wakefield, West Yorkshire.

WALES: W1, W2, W3, (W4, W5 as Mode 3)
Mr G Hughes, National Language Unit of Wales, Brook Street, Treforest, Pontypridd, Mid-Glamorgan.
National Language Unit of Wales GO Scheme: Beginner's level French, German and Spanish; F1, F2, F3, F4 as Mode 3 GCSE; G1, G2, G3; S1, S2; Materials for levels 1, 2 and 3. All available in Welsh medium as well.

WALSALL: F1, F2, F3, F4, F5 as Mode 3 GCSE; G1, G2, G3, G4, G5 as Mode 3 GCSE; S1, S2; (R1); (ESL1)
Mr W Baxendale and Mrs S Harrison, Education Department, Civic Centre, Darwall Street, Walsall SW1 1DQ.

WALTHAM FOREST: F1, F2, F3; G1, G2, G3
Miss J Campbell, The Teachers' Centre, Queens Road, Walthamstow, London E17 8QS.

WIGAN - see Lancashire/Cumbria

WILTSHIRE: F1, F2; G1, G2; (Mode 3, F and G)
Mr E Bird, Modern Languages Adviser, Education Department, County Hall, Trowbridge, Wiltshire BA14 8JB.

WIRRALL - see Lancashire/Cumbria

WREXHAM: Welsh 1 for adults
Mr P Davies, Cartrefle College, Cefn Road, Wrexham, Clwyd LL13 9NL.

YORKSHIRE, NORTH: F1, F2, F3; G1, G2, G3; Spanish S1, S2, S3 (certificates awarded by ATSP); It1, Russian I
North Yorkshire Language Centre, Park Grove, York, Y03 7ED

The Editor would be very grateful if group leaders could check this information and forward any alterations or additions to CILT as soon as possible.

GOML NEWS 15 reflects the main concern of this year's course with materials and methods - with the aim of making them accessible to the **whole** ability range, and of introducing new kinds of largely **creative** linguistic experience.

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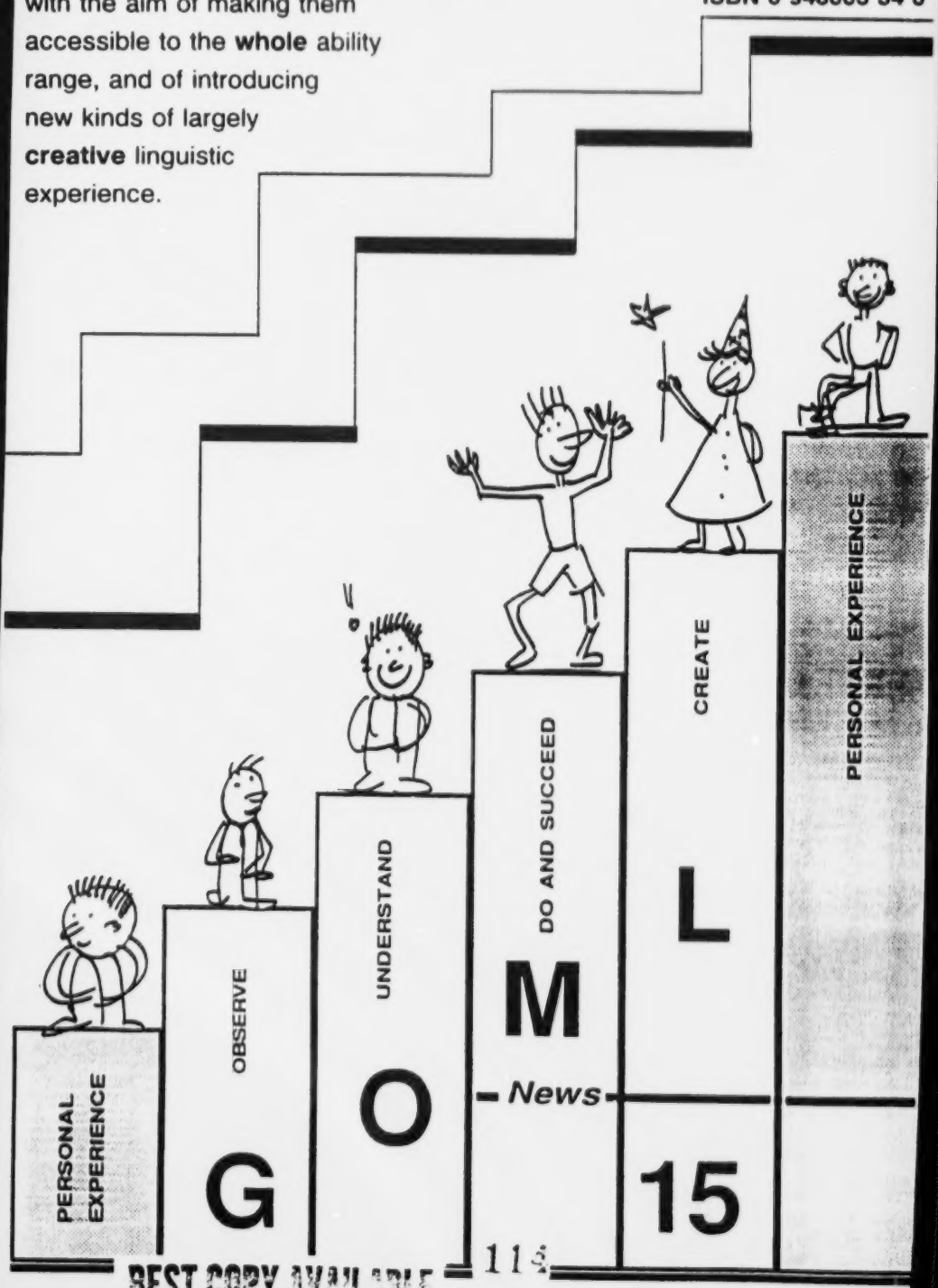

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